# KAERS Manual 2017-18

*Note: This document refers to a database that may be amended without notice. Every effort will be made to update this document as necessary.*

**First Issue Date: July 17, 2017**
**Second Issue Date: January 5, 2018**

# Contents

## Starting the New Program Year

After KAERS has been upgraded in July, it will be ready for programs to enter data. There are a few steps to activating your location and staff.

1. **Staff** – First, go to the staff section and make sure all staff are updated and tied to your location by completing all tabs.

2. **Manage Location** – Make sure this is up-to-date on the Locations tab. Most of this information should be automatically populated by KYAE.

3. **Sites** – Make sure satellite sites are up-to-date and correct on the Sites tab within the Add/Edit Location section. Activate continuing sites.

4. **Contacts** - Complete all contact information on the Contacts tab within the Manage Locations section. The main contact will populate the KYAE website with contact information under Find an Adult Education center.

5. **Classes** – Enter classes for the new Fiscal Year on the Scheduling tab within the Manage Locations section.

**NOTE:** Once location, staff, all four required contacts, and classes are updated and entered in KAERS, you will have the ability to begin enrolling your students.

## How to Contact a Program

At the bottom of every screen in KAERS, you will see a link that says Contact Programs:

Last logged on  11/17/2016 Contact Programs

Click this link to access a list of all county contacts in KAERS. For example, this is useful if you need to contact a program to separate a student who has moved and needs to be enrolled in your county.

### How to Contact KYAE Skills U

If you need to contact the State regarding a KAERS issue with a student, be sure to provide the **student's first and last name and KAERS Client ID**. Do NOT use a Social Security Number unless the problem is the SSN. You may contact either:

Terry Tackett        502-892-3063        terry.tackett@ky.gov
Natalie Cummins    502-892-3021        natalie.cummins@ky.gov

# Staff

## Enter a New Staff Member

From the **Home** screen, click the **Staff** tab.

On this screen, select your **Location** from the dropdown menu. Then click the **Add Staff** button on the right.



You will need to enter a variety of demographic and identifying information on the **Add/Edit Staff** tab. Any field marked with a red asterisk is required. For definitions of unfamiliar terms, please see the Glossary.

**E-Mail:** Be sure to use the same email address here as is used for test administrator certifications.

**Hours Per Week:** These should be the actual hours worked, regardless of funding source.

**Years in Adult Ed:** This the number of years employed by an adult education agency, either in teaching or administration.

**Total Years Teaching:** This is the number of years teaching in adult education.

*Be extra careful when entering the email address. Once this is entered, it can only be edited by a KAERS programmer.*

For Adult Education Certifications, the staff person must have up-to-date credentials in administering those exams. More than one box may be checked.

**WorkKeys Administrator:** The staff person has completed the WorkKeys training given by OET.
**CASAS Administrator:** The staff person has completed the CASAS training given by Comprehensive Adult Student Assessment Systems (CASAS).
**TABE Administrator:** The staff person has completed the TABE training given by DRC/McGraw-Hill. Be sure the email address used matches the address used for TABE training.
**Wonderlic:** The staff person has completed the training required to administer the Wonderlic Ability to Benefit test for admission into the Accelerating Opportunity program.

When you have finished entering all the information, click the **Save** button at the bottom of the page. The next tab, Add/Edit Location, will advance automatically.

## Add/Edit Location

Select the **Location** and **Job** from the drop-down menus. (For multi-county programs, it is possible to add Staff to more than one location.)

**Click the <u>Add</u> button before leaving this screen. You must Add the Location for all staff members at the beginning of the program year, both returning and new.**

## Add Certificate

If the staff member has a teaching certification, click the tab **Add Certificate**. (If not, skip ahead to Add/Edit Location.)



Enter all the fields marked with a red asterisk. Keep a copy of certificates in the staff member's personnel file.

When you are finished, click the **Add Certificate** button on the right.

## PD Activity

This tab is for informational purposes. At any time, you can check this tab to see what Professional Development activities the staff member has enrolled in and check the status of that course. (See also: **Reports**.)

**NOTE: All staff information must be complete before enrolling in PD courses (VCN).**

## Security Agreement

Upon initial entry, a new staff member must sign a virtual KAERS security agreement.



For more information on User Roles and accompanying KAERS privileges, see Appendix B: User Roles.

## Edit an Existing Staff Member

From the **Home** screen, click the **Staff** tab. Select the location and click **Search**. Select the staff member to edit by clicking the pencil icon on the right.

On the **Add/Edit Staff** tab, modify the information as necessary. Click **Update** when you are finished.

On the **Add Certificate** tab, add teaching certifications if applicable.

On the **Add/Edit Location** tab, amend the staff member's location or job assignment as necessary. At the beginning of the program year, you must click the Active button on this screen to activate staff members for KAERS and Professional Development.

## To Make a Staff Member Active or Inactive

From the **Home** screen, click the **Staff** tab. You may select the location and click **Search Staff**, or you may enter the person's name and click **Search Staff**.



Click the pencil icon next to the staff member's name.

Click the **Add/Edit Location** tab.

Click the pencil icon next to the staff listing at the bottom of the screen.

Click the **Status** button to toggle to the correct setting (Active or Inactive)

Click **Update** to save changes.

**Making Staff Inactive:** If a staff person leaves, it is important to make that staff inactive as soon as possible.

## Location

From the main menu, click Location. This will bring up this screen:



From the "Location" field, select your location from the drop-down list. Then click the Search Location button on the right.



From here, click the pencil icon on the right to edit this location information.

The information on this screen is populated automatically. If changes need to be made, contact KYAE.

If this location is a state institution, the Corrections Facility box will be automatically checked.

There is a new field, **Hours of Operation**. Enter the days and hours your main learning center is open each week. Use the full names of the days, and specify times using a.m. and p.m. You do not need to specify closures for major holidays. There is a 100-character limit in this field.

## Sites

Click on the Sites tab. You will see this screen:



*At the beginning of the program year, all sites from the previous year(s) will be inactive. You will need to reactivate continuing sites. If a site has been discontinued, simply leave it as it is and do not delete it.*

**NOTE: This year, the Main Learning Center will automatically populate as a site.**

Site Types are:
- County Jail/Detention Center (Local Facility)
- County and Technical College Campus
- Fiscal Court Building
- Four-Year College Campus
- Institutions for the Disabled
- Kentucky Career Center One Stop
- Library
- Local Housing Authority
- Non-Profit Building (Goodwill)
- Prison (Adult Institutions)
- Privately Owned Building
- Publicly Owned Building
- Religiously-Affiliated Building (Church)
- School Board District Owned Building
- Work-Site
- Other

If you are unsure what Site Type to choose, contact your Regional Associate for guidance. It is advisable to avoid choosing Other whenever possible.

## To Activate a Site

If you need to edit the information for a site, click the pencil icon. You will then see this screen:



From here, you can change the number of hours the site is open, or you can make the site inactive. In the upper right corner, you will see a View History button. If you hover your mouse over this button, you will get information about when this site was created and by whom.

## To Add a Site

Click on the Locations tab again, then click on Sites, and click the Add Site button. You will see this screen:



Fields marked with a red asterisk * are required. When you have finished entering the information, click the Save button.

NOTE: A site is defined as a place where instruction is provided that has a different physical address from the main location. Do not set up sites that share the physical address of the main location.

## IET

Integrated Education and Training (IET) programs need to be set up here. For a definition of IET, please see the KYAE Skills U Implementation Guidelines.

### Setting Up an IET

Go to the Location tab, click the pencil to edit, and then click the IET tab.



To add a new IET, click the **Add IET** button. You will see this screen:

Select your **IET Type** from the list. IET types are defined in the Glossary.



Next, select the **Career Cluster** appropriate to the IET. Additional information on Career Clusters may be found at https://careertech.org/career-clusters



Select the **Start Date** and **End Date** for the training. Students may not be enrolled in trainings which have expired. The dates around an IET should reflect a cohort of students and should accurately reflect the dates of instruction. Each IET class should be its own instance in KAERS.

17

Next, type in the name of the **Workforce Training Partner** providing the workforce training.

Finally, enter the type of credential to be attained. If there is no credential, then type **None**.

Click the **Save** button when you are finished.

## Contacts

Before you can update Contacts, you must make sure your staff is active and up-to-date. See "Staff" on page 5.

**Contacts must be updated before students can be entered.**

Contacts now populate Burning Glass, an online job-search platform. In Kentucky, applicants are asked if they need a high school credential. If they select yes, then they are referred to the Kentucky Adult Education website. The website draws contacts from the **Main Contact** field in KAERS.

From the main menu, click **Location**. Select the location from the drop-down list. Click the pencil icon on the right to edit the location.

Next, select the **Contacts** tab. This will display a current list of staff and their assigned roles. The default view is for 10 listings; if you have a very large staff, you may select the page size drop-down to view 20 or 50 listings.



The following contacts are required before any student data can be entered:
- **Main Contact:** The program director or site coordinator. The Main Contact should be a person physically located at the main learning center. The Main Contact's phone number should be a direct number to the center and not a personal cell phone.
- **Authorizing Agent:** The CEO or president of the fiscal agent administering the KYAE grant.
- **Chief Financial Officer:** The person employed by the fiscal agent who handles accounts receivable and payable.
- **Human Resources Contact:** The person who supervises personnel actions for the fiscal agent.

A **KAERS Contact** should be the primary person responsible for maintaining KAERS data.

It is important to have accurate contact information, since this is accessed when a user clicks the Contact Programs link at the bottom of every KAERS screen.

Last logged on  11/17/2016 Contact Programs

## To Edit a Contact

Click the pencil icon to the right of the person you want to edit. This will bring up this screen.



Make any desired changes. Click **Save** when you are finished, or click **Cancel** if you selected this record in error.

## To Add a Contact

From the Contacts screen, click the **Add Contact** button.

This will bring up a screen for you to fill out. Select the **Contact Type** from the drop-down list.



Then, select the **Contact Name**. This list is populated from the Staff listing, so your staff must be updated and active **before** this step can be completed.

Once you have selected the name, you must fill in the address and phone number. In most cases, this information will be the same as that for the location. If this is true, click the box next to "Address same as location?" to change from No to Yes. This will automatically populate the remaining fields. Click **Save** when your changes are complete.

**Note:** The **Search Location** button will take you back to the initial location screen. Use this only if you want to switch locations.

# Classes

From the Main Menu, select **Location → Manage Location**.

Select your location from the drop-down menu. If you are not automatically directed to the **Location** page, click the pencil icon to the right of the location name.

Click the **Scheduling** tab. From here you will update classes at the beginning of the year as well as throughout the year as changes may become necessary.

If you are a small location and only have a few classes to enter, you may want to add each one at a time. To do so, click **Add Class**.



Fields marked with a red asterisk * are required.

Select the **Class Type**. For the definition of a Class versus a Facilitated Lab, see the Glossary.

The **Class Name** may be determined by each program. It is advisable to choose a name that is somewhat descriptive, such as *Advanced Math*, since that will enable easier searching for classes and reports later.

The **Subject** dropdown list for a Class contains the following options:

- ESL – Listening
- ESL – Reading
- ESL – Writing
- Language
- Math
- Reading
- Reading – CASAS
- Math – CASAS
- Language – CASAS
- Science
- Social Studies

*NOTE: For a Facilitated Lab, these options are the same, except there is the additional choice of Multiple Subjects.*

The field **# of Seats** will limit the number of students who can be enrolled in the class or lab.

The field **Start Date** is the day the class begins. The field **End Date** is the day the class finishes. It is recommended to avoid classes or labs with start dates at the beginning of the fiscal year and end dates at the end of the fiscal year. Having such long classes can make data tracking difficult as the year progresses. You may enter dates manually as MM/DD/YYYY, or you may choose the dates by clicking on the calendar icon next to the field.

**Start Time** is the time the class begins, and **End Time** is the time the class finishes. You may select a time using the clock icon, or you may enter military time. For example, if a class begins at 9:00 a.m., you can enter 0900 as the Start Time. If it ends at 1:00 p.m., you can enter 1300 as the End Time. When you click away from the field, or hit Tab to go to the next field, the time will convert to the standard format. NOTE: It is recommended to end classes on a time other than the exact hour, because otherwise a data recording discrepancy is created in KAERS for students who end one class and start another at exactly the same time. For example, if a class ends at 11:00 a.m., make the end time 10:59 so as not to conflict with a class beginning at 11:00 a.m. For questions or clarification, please contact Terry Tackett or Natalie Cummins.

**Site** is required.

**Days:** Select all the days the class or lab meets.

**Instructors:** Select the instructor(s) for the class or lab by clicking on the appropriate name(s) from the list. This will add the names to the list on the right. NOTE: You may select a maximum of 3 instructors.

When you are finished with creating the class, click the **Save** button on the right.

NOTE: Classes may be deleted as long as NO students are assigned to that class.

**Orientation/Assessment:**
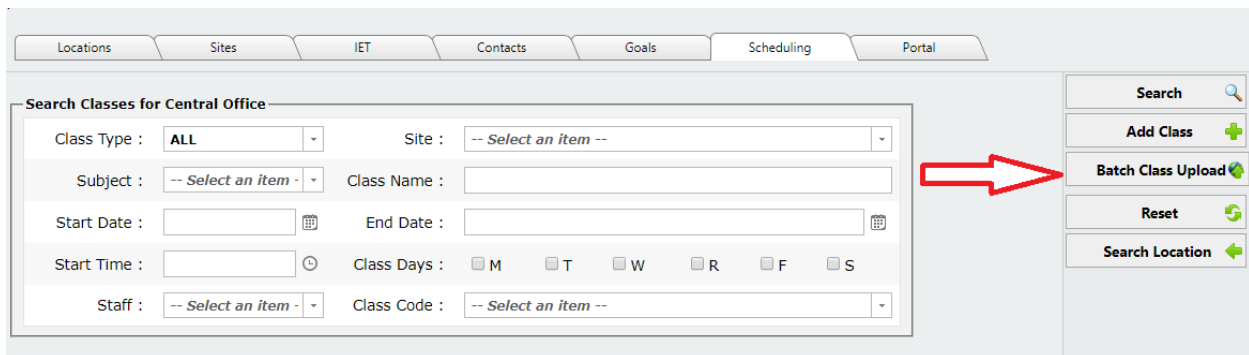
If your learning center has a regularly scheduled orientation, then **create a Facilitated Lab with a subject of Multiple Subjects.** Be sure to name this class appropriately, with the words Orientation and/or Assessment somewhere in the name. Assign the appropriate instructor(s) to the orientation. This action will ensure that the Instructor Weekly Hours report accurately reflects instructors' scheduled time. <u>Do not enroll students in this orientation lab</u>, as this might result in student schedule conflicts.

## To Use Batch Class Upload

This feature is especially useful for programs with large numbers of classes to enter at one time.

Go to **Location**. Select the Location and click the pencil icon to edit.

Click the **Scheduling** tab. On the right, click the **Batch Class Upload** button.



You will see two hyperlink documents to download:

<u>Batch Upload Class Template Instructions</u> is a Word document that provides a step-by-step guide to using this feature.

<u>Download Batch Upload Class Template</u> is an Excel file which you complete in order to load several classes at one time.

The template will ask for the following fields:

| Class Name | You may name the class what you want. It is recommended that you add subject and something that will help you identify the class. |
| --- | --- |
| Start Date | The date that the class begins (mm/dd/yyyy) |
| End Date | The date that the class ends (mm/dd/yyyy) |
| Start Time | The time that the class starts (hh:mm AM/PM) example: 8:00 AM |
| End Time | The time that the class ends (hh:mm AM/PM) example: 11:00 AM |
| Mon-Sat | For each day, enter 1 (if class is offered on that day) or 0 (if class is not offered on that day). |
| Subject | ESL - Listening, ESL -Reading; ESL - Writing; Language; Math; Reading; Reading-CASAS; Math-CASAS; Language-CASAS; Science; Social Studies |
| Staff ID | When you run the staff listing report, it will display Staff ID next to staff. (Staff must be Instructors or Program Director/Instructor; Assistant Program Director/Instructor only) |
| Site ID | (not required) When you run the site report, it will display the site ID for active site. Please enter the ID for the site of the class. |
| Number of Seats | Enter the number of available seats in the class |

NOTE: When using the template, do not adjust the column widths or any of the formatting; this will result in the upload failing. If the upload fails, try downloading the template again. If you need assistance, contact Terry Tackett or Natalie Cummins.

## Clone a Class

When the class year is in full swing, it is likely that you will want to create new classes from existing ones, such as for a reading class that is repeated from term to term. To do this, go to **Location → Scheduling**. Select the class you want to duplicate and click the pencil icon to edit. Then click the Clone Class button on the right.



You will now be able to enter new information for **Start Date**, **End Date**, **Start Time**, and **End Time**. You may also edit any other fields as necessary. When you're finished, click **Save**.

## How to Enter a Student

*NOTE: In accordance with WIOA regulations, all persons who complete an enrollment/information form need to be entered into KAERS. If only the contact information and testing are entered, then the student falls into the General enrollment category (Reportable Individual) and will not appear on KAERS reports. However, the number of Reportable Individuals is reported on federal NRS tables.*

From the **Home Screen**, select **Student**.

**Search for That Student First** – It is **always** a good idea to check that the student is not already in KAERS. Enter the student's SSN and click the Search button. If no records are found, it is still advisable to search the student's first and last name. It is not uncommon for students to have slight errors in their SSNs which then result in entry of duplicate records. If you find such a case, it is good practice to ask the learner for proof of their SSN and then change that record in KAERS. *This year KAERS will not allow a student separated in the current program year to be double-enrolled.*

If this is truly a new student, then click the **Add Student** button.

On the **Add/Edit Student** screen, enter all the required information. Required fields are marked with *.

**NOTE for Corrections Students**: Whenever possible, use an outside address for these students. Only use the address of the detention center if there is no other available.

If the student does not have an SSN, then you will need to create a placeholder. This is a combination of letters and numbers. You can generate a pseudo SSN using your location code and four additional digits. For example, the first pseudo SSN for location code C9999 would be C99-99-0001, the second pseudo one would be C99-99-0002, and so on.

**Last Grade Completed:** This field has been updated with new options:

- **Grades 1-12** refer to US primary and secondary schools.
- **Secondary School Diploma** refers to a High School diploma as conferred by a secondary school in the US.
- **Secondary School Equivalent** refers to the GED, HiSet, or TASC **OR** can refer to a secondary diploma from a non-US school.
- **Some Postsecondary Education No Degree** refers to any amount of postsecondary work that did not result in a certificate or degree.

- **Postsecondary or Professional Degree** refers to completion of a postsecondary credential or degree or a professional license.

**Data Matching Consent:** A student should give his or her consent according to this language. Student signature should be on file in student folder.

Student gives the Kentucky Council on Postsecondary Education (CPE) and Kentucky Adult Education (KYAE) Skills U permission to release post-secondary enrollment and GED Testing Service® information to KYAE Skills U providers.

**SARA Data Matching Consent:** This consent applies only to adult education students enrolled in the TENCO region. If your program is not in the TENCO WIB area, select NO for this field.

Student gives Kentucky Adult Education Skill U permission to release contact information to The Career Index for providing one-stop delivery system services including, but not limited to, education and career services.

If you need a definition for a field, please see the glossary on page 73 of this manual. Once you are finished, click the **Save** button (located at the top and bottom of the record).

Now you will see two more tabs at the top of the screen: **Tests** and **Enrollment**.

## To Enter a Test

Click on the **Tests** tab. You will see this screen:



Click on the **Add Test** button on the right. There is a drop-down list of all approved tests.

Select the appropriate test type and enter the scores. **Scale Score** is required. Grade Equiv (Grade Equivalency) is recommended. Note: It is only possible to enter scores for one test level and form at a time. Be careful when entering multiple tests on different forms. If you make entry errors, you will have to contact the State to get those fixed. See p. 4 for contact information.



Note the blue question marks under each score field. If you hold your mouse cursor over these marks, you will see the valid scale score range for the test level selected. <u>KAERS will not accept scale scores that are out of range.</u>

With FY18, and in accordance with NRS guidance, more than one test may now be considered eligible for progress testing for a level gain. **Initial Tests** may be entered within the first 2 weeks of enrollment and the first 20 hours of contact time. A level gain on any Initial Test, regardless of whether that test is the enrollment subject, counts as a Measurable Skill Gain. After 2 weeks of enrollment, more tests may be entered, but they are not eligible for an MSG. When carrying over a test from the previous fiscal year (that is still valid per test publisher's guidelines), be sure to choose a test date that works with other initial tests.

When you are finished with entering scores, click the **Save** button.

## How to Read the Test Screen

### Current Fiscal Year



After entering scores, the Current Fiscal Year screen will show all tests entered during the current year. If a test is entered incorrectly, please contact Terry Tackett or Natalie Cummins to edit or delete the test information (see p. 4). To access the scores entered, click on the triangle to the left of the test you want to see. This will open a Test Detail Info section:

## Previous Fiscal Years

Students who attended in the past will show scores in the Previous Fiscal Years tab. These scores do not carry over automatically into the current fiscal year. If a score from the previous year is still valid (check the Implementation Guidelines and test publisher guidelines), then it must be re-entered in the current year.

**GED Status : Passed on 2016-09-09**

| | | | Current Fiscal Year | | Previous Fiscal Years | | | GED Test Results | | | GED Ready Test Results | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

Select to view tests for other fiscal years  2016

**Test History for Past Fiscal Years**

| Test Date | Test Type | Functional Level for Previous FY | Test | Reading | Math (Total) | Math (Comp) | Math (Appl) | Science | Listening | Language | Social Studies | Writing | Grade Equiv | Total Score | Pass |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 05/03/2016 | Enrollment | 04 | 10 TABE-D | 0.0 | 557.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0 | |
| 05/09/2016 | Test Score | 00 | GED READY | 160.0 | 0.0 | 0.0 | 0.0 | 160.0 | 0.0 | 0.0 | 142.0 | 0.0 | 0.0 | 0 | N |
| 06/06/2016 | Test Score | 00 | GED READY | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 165.0 | 0.0 | 0.0 | 0 | N |
| 05/03/2016 | Test Score | 06 | 10 TABE-A | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 623.0 | 0.0 | 0.0 | 0.0 | 0 | |
| 05/03/2016 | Test Score | 06 | 10 TABE-A | 642.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0 | |

## GED Test Results

When a student takes the operational GED test, the results are loaded automatically from the GED Testing Service database. If the scores do not load, then there is a discrepancy between the SSN in KAERS and the SSN in GEDTS. Contact KYAE to have the records merged.

**GED Status : Passed on 2016-11-15**

| | Current Fiscal Year | | GED Test Results | | GED Ready Test Results | |
|---|---|---|---|---|---|---|

**GED Test Scores**

| Battery | Center | Date | Form | Std | Pctl |
|---|---|---|---|---|---|
| Reasoning Through Language Arts | | 2016-10-18 | J | 153 | 40 |
| Social Studies | | 2016-10-21 | H | 149 | 29 |
| Science | | 2016-10-28 | H | 157 | 53 |
| Mathematical Reasoning | | 2016-11-11 | H | 142 | 11 |
| Mathematical Reasoning | | 2016-11-15 | J | 153 | 43 |

## GED Ready Test Results

GED Ready scores are loaded automatically from GEDTS. It is not necessary for programs to enter the Ready scores themselves anymore. However, if the scores do not appear after a couple of weeks, it would be wise to contact KYAE to determine if there is a problem with the student's SSN. Note that non-passing Ready scores are marked with a red X, and passing scores have a green checkmark.

| Add/Edit Student | Tests | Enrollment |
| --- | --- | --- |

**GED Status : Passed on 2016-09-09**

| Current Fiscal Year | Previous Fiscal Years | GED Test Results | GED Ready Test Results |
| --- | --- | --- | --- |

| GED Test Scores | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Battery** | **Center** | **Date** | **Form** | **Std** | **Pctl** | **Status** |
| GED Ready™ - Mathematical Reasoning | | 2016-08-25 | RA | 145 | 0 | ✅ |
| GED Ready™ - Social Studies | | 2016-06-06 | RB | 165 | 0 | ✅ |
| GED Ready™ - Reasoning Through Language Arts | | 2016-05-09 | RD | 160 | 0 | ✅ |
| GED Ready™ - Science | | 2016-05-09 | RC | 160 | 0 | ✅ |
| GED Ready™ - Social Studies | | 2016-05-09 | RC | 142 | 0 | ✗ |

## To Enroll a Student

Click the **Enrollment** tab. You will see this screen:



If you have a program with more than one **Location**, select the appropriate one from the drop-down.

Select the appropriate **Site**. This is required.

Select the **Enrollment Source** from the drop-down. If you are unsure about the different types of enrollment sources, please see the **Glossary**.

Select whether this student already has a **Secondary Education Credential**. If the student lacks any of the above, then choose None. See the **Glossary** for definitions of these choices.

Select the **Enrollment Subject**. Note: This field will default to the test you entered with the lowest NRS level. If you entered more than one test in the same NRS level, then you can choose the enrollment subject.

Select the **Enroll Date**. This should be the date the student completed his or her registration.

Select the **Employment Status**. If you are unsure about the definitions of these types, please see the Glossary.

Select the **Program Type**. If you are unsure about the definitions of these types, please see the Glossary.

**Exclusions:** There are certain categories which exclude students from the cohort for exit measurements. Please see p. 80 for full definitions.

Select the **Assigned Staff**. This is the staff member or instructor who can be the primary contact for a student.

**Released** Function: This replaces separation. Please see the appropriate section beginning on p. 62.

**Select Intent.** Check each area where the student has expressed their reason(s) for needing adult education services. Intent should be determined through orientation and advising. Note: Intent is not a goal. See definitions in the Glossary to choose the correct intent.
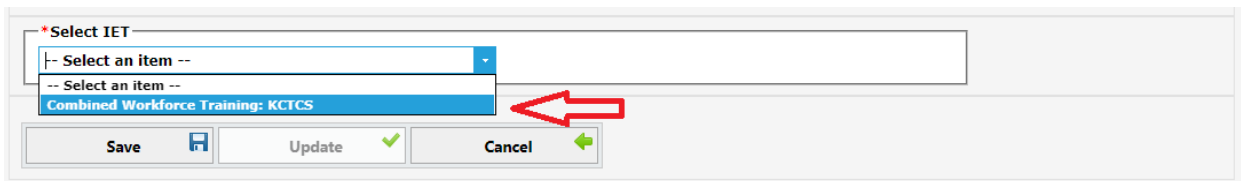
**Select Type of Services.** (Note: These options may change from year to year and during the year. Be sure to follow email updates and notices on the KAERS Home Screen Banner.) The types of services are defined in the Glossary. ***NOTE on Paraeducator:*** Typically, centers giving the Paraeducator exam will not need to enroll a test-taker. However, if the person cannot pass the exam and needs instruction, then they should be TABE-tested in the area needed, enrolled, instructed, and post-tested.

**IET Service:**
If IET is selected, a new box will appear at the bottom of the screen.



Select the appropriate IET from the dropdown list. This list is populated from the IETs created in the **Location** section.

NOTE: Only IETs with a valid date range may be selected. You may edit IET offerings by going to **Location → IET**.

Click the **Save** button.

## To Enter Barriers to Employment

After completing the initial Enrollment screen, you will be directed to the Barriers to Employment screen. You will need to complete this before assigning the student to classes. *It is important to complete this screen as accurately as possible, because the data we collect will be used by OCTAE to determine our state's performance measures.*



Programs are responsible for creating their own Barriers form for students to complete. If the student does not complete the barriers survey, then click on **Did not Complete Form** and click **Update**.

Select the appropriate responses for each field via the drop-down list next to each item. A definition of the WIOA Barriers field is available by hovering the mouse over the field, and definitions are also provided in the Glossary of this manual.

This year we will begin collecting two other barriers, transportation and child care:

- **Regular Transportation** is defined as having <u>reliable</u> access to a private vehicle (e.g. car, bicycle, motorcycle) or public transportation system, or by traveling on foot. If the student regularly switches transport, must borrow rides from numerous

people, or misses class due to lack of transportation, then the answer to this question is No.

- **Custody of a child under age 6** is defined as having primary care responsibilities for that child or children. This applies to step-parents, grandparents, and foster parents. The intent of this question is to determine whether a student's attendance is being adversely affected by childcare responsibilities.

Once you have made all your selections, click the **Update** button.

You will now be able to assign classes and enter attendance.

## To Assign a Student to Classes

*(Note: Students entered as OPT/Paraeducator should NOT be enrolled in any classes.)*

Click the **Schedule** tab.



You will notice that there is already a class there. This is the Open Lab that all students are automatically assigned to. When entering attendance, contact time that falls outside of assigned classes will be collected here. You cannot delete this class.

Click the **Add Class** button on the right. You will be taken to this screen.



You can search by the **Class Subject** (dropdown list shown) or by the **Class Name** (or partial name) or both. Enter your terms into the search fields and then click the **Search** button on the right. This will pull up one or more classes to choose from. *(To bring up ALL classes, click the Search button alone.)* To enroll the student in a class, click on the plus sign on the right side of the class entry (**+**).

A dialogue box will pop up asking you if you are sure you want to add the student to the class. Click **OK**. If you selected the wrong one, click the **Cancel** button and try again. Repeat this process until all classes are scheduled.

## To Remove a Student from a Class

Go to **Enrollment → Schedule**.

Find the class you wish to remove from the schedule, and click the red X on the right.



### If a Class Conflict Error Occurs

If you get a message that a class conflict error has occurred, you may be trying to schedule a student for two classes happening at the same time. If this is not the case, then edit the starting or ending times of adjacent classes so that they do not begin and end at exactly the same time. See p. 20 for more details.

## <u>You have now completed entering or updating a student.</u>

# Periods of Participation

Under WIOA Regulations, students enrolled in Adult Education are subject to Periods of Participation. A Period of Participation (POP or Period) is defined as a span of attendance marked by gaps in attendance of less than 90 days. Once a student has an attendance gap of 90 days, then that student is considered exited (separated) from Adult Education. If that student returns to Adult Education after a 90-day absence, then that student is automatically entered into a new POP. In practical application, this affects the Test and Enrollment screens in KAERS.

## Tests

On the Test screen, the Period 1 tab will be visible, but you will not be able to add any more tests to this tab.

The Period 2 (or 3) tab is now active. If the student did not progress test on all Initial Tests in Period 1, then those tests will roll over and populate the Period 2 tab. If the student did progress test, then the program may decide whether to use the progress test as the new enrollment or to give a new assessment (different level and/or form from the Initial Enrollment).

Enter tests in accordance with the guidelines beginning on p. 29.

| Add/Edit Student | Tests | Enrollment | | |
|---|---|---|---|---|

| | | | | Test Hrs : 2.00 Attend Hrs : 0 |
|---|---|---|---|---|

| Period 1 | Period 2 | | | |
|---|---|---|---|---|

⚠

**Current Fiscal Year**

**Add Test Result(s)**

**Enrollment Subject: Reading / Score: 0.0**                                    **Add Test** ✚

| | Test History for Current Fiscal Year | | | | | |
|---|---|---|---|---|---|---|
| | **Test Date** | **Test Type** | **Functional Level for Current FY** | **Test** | **Subject** | |
| ▸ | 03/01/2017 | Initial Enrollment | 03 | 9 TABE-M | Reading | |
| ▸ | 06/15/2017 | Progress | 05 | 9 TABE-D | Reading | |
| ▸ | 06/01/2017 | Test Score | 03 | 10 TABE-D | Math | |
| ▸ | 06/15/2017 | Test Score | 05 | 9 TABE-A | Math | |

## Enrollment

For each new Period of Participation, new enrollment information must be collected, including Barriers to Employment. The Period 1 tab will be visible, but it will be locked to new information. The Period 2 (or 3) tab is now active. Complete all the enrollment tabs in accordance with the guidelines beginning on p. 37.



As was mentioned in the WIOA Technical Assistance meetings, it is advantageous to programs to do as much as possible to ensure that a student does not lapse out of Period 1. If program staff speaks with a student during an absence, this counts as Contact Time and is to be recorded in KAERS immediately. NOTE: There must be two-way contact between staff and student. Voice mails, texts, and emails sent to a student do NOT count as contact time unless the student replies. In-person contact (such as an encounter at a grocery store) also counts. On the **Attendance** tab, select **Distance Learning**. The Product Type is **Personal Contact**.

# Attendance

## Student Sign-In

Per KYAE Skills U Implementation Guidelines, programs shall use the KAERS Student Sign-In whenever possible.

## How a Student Signs In

*It is advisable to have a dedicated computer for sign-in. TURN OFF the remember password feature in the browser.*

A staff member logs into KAERS. From the home screen, select **Attendance →  Student Signin.** This will open a sign-in portal. The student may enter a driver's license number (IF that number is in the student's general information), or the student may enter her/his **User ID** and **Password** and click **SignIn/Out**. Once this is done, green text will appear at the bottom to indicate a successful sign-in. (For more information about Student IDs and Passwords, please see this section on p. 46.)
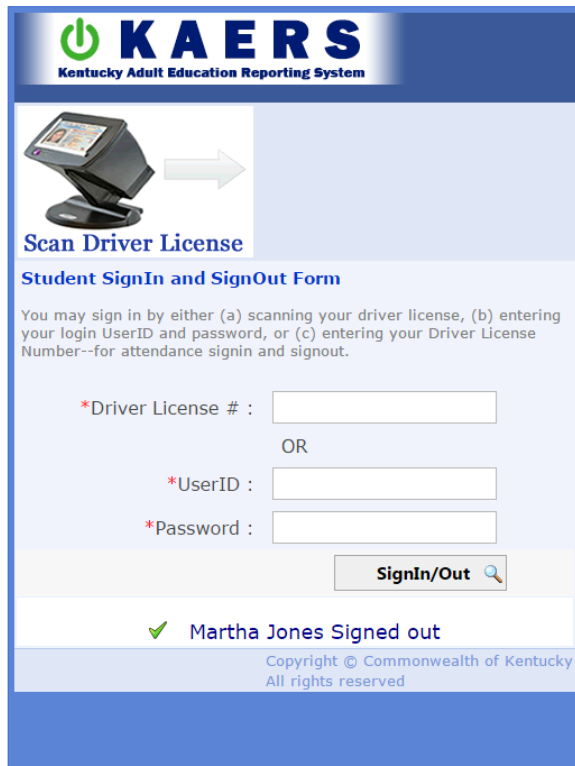
## How a Student Signs Out

A staff member logs into KAERS. From the home screen, select **Attendance →
Student Signin.** This will open a sign-in portal. The student may enter a driver's license
number (IF that number is in the student's general information), or the student may
enter her/his **User ID** and **Password** and click **SignIn/Out**. Once this is done, blue text
will appear to indicate the student has successfully signed out.

## Student IDs and Passwords

To access a student's User ID and Password, go to **Student → Enrollment → Attendance**. *A student must be assigned to a class or facilitated lab before the password is created.*

Click on the **Schedule** tab. You will see a **Print** button.



Click this and you will open a screen with the User ID and Password suitable for printing out for the student's file.



Print using your browser's printer function. When you are finished, click the Return button to go back to the Schedule screen.

## Student ID Report

To return a list of all student **User IDs** and **Passwords**, go to **Reports → Program Reports → Student Search.** Select the Location and click View Report. This will bring

up a list of all enrolled students for the fiscal year and their associated User IDs and Passwords. You can export this report to Excel for sorting purposes.

## To Change a Student's Password

Search for the Student. Click on the pencil icon to edit.

On the **Add/Edit Student** tab, you will see the student's UserID. There is a button to **Reset Password**.



When you click this button, a window will open where you can enter the appropriate information.



Enter the new password and confirm. (If you select "Generate Password," the system will assign a random password). The next options will default to Yes, but you can select No. If you select "User Must Reset Password," then the student will be prompted to enter a new password the next time they log in.

## Staff Responsibility at End of Day

At the end of the day, a staff person should check the "**Students not signed out**" link from the **KAERS home page**. Clicking on this link will open a list of students who did not sign out. From here you can select a student to edit and enter the correct sign-out time.

## Staff Responsibility the Next Day

If a student neglects to sign out when he/she leaves the learning center, or if staff do not sign out the student, a process will automatically run in KAERS each night to sign out students. The student's sign-in and sign-out times will be the same, resulting in ZERO hours of attendance for that day. It will then be the responsibility of the data clerk or instructor to edit the attendance record to accurately reflect the student's sign-out time. From the KAERS home page, select the **"Pending Attendance Approval"** link.
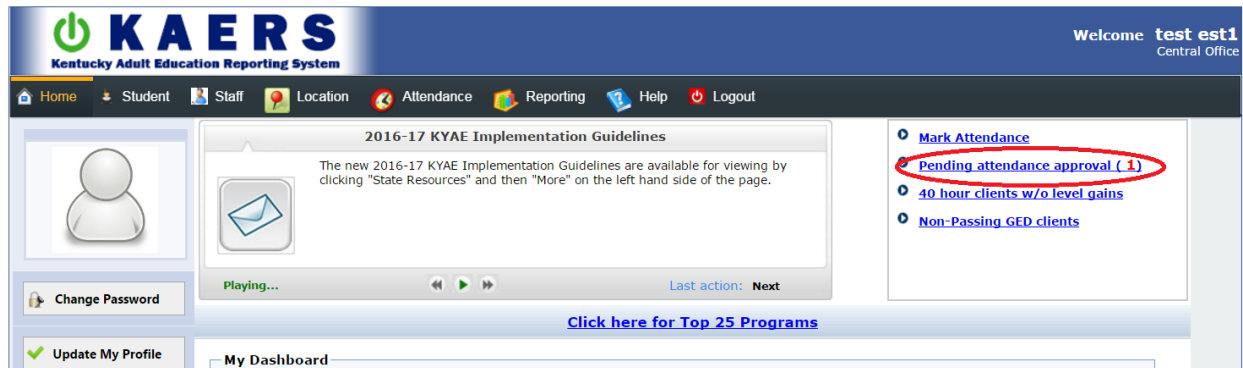


Click on the **Approve Attendance** tab (if it does not automatically open).

Click the pencil icon next to the student you want to edit. (NOTE: If you know this student signed in but did not attend class, you can click the red X next to the pencil to deny this entry. You will be prompted to confirm you choice to delete the attendance record.)



Note that the **Start Time** and **End Time** are the same. You will need to edit these times to reflect when the student was actually there. When you are finished, click Update.

IF the student signed in mistakenly (for example, the student arrived and then left without attending class,) click the box next to **Approve**. This will result in denial of the entry.

## Entering Attendance via Instructor or Data Clerk

In those situations where student sign-in is not possible, a data clerk or instructor may enter attendance. There are a few ways to accomplish this.

Option 1: Go to the Student Record

Go to **Student → Search Student**. You will see this screen:



There are numerous ways to find a student: you may enter SSN or Student Record ID or last and first name. Or, if that student has recently been searched, they will appear in the list at the bottom. How you search for students will depend a great deal upon how large your program is. After you locate the appropriate student, click the icon of two people with a pencil to edit. This will take you directly to the **Attendance** tab.

Click the **Attendance Type**. Attendance is collected differently for Learning Center, Distance Learning, and Orientation/Intake.

Every student should go through an Orientation/Intake Process (this might occur over multiple occasions). From the Attendance Type drop-down list, select **Orientation/Intake**.



Enter the **Attendance Date**. You may select this from the calendar icon or enter the numbers directly. Enter the **Start Time** and the **End Time** for Orientation session. You may use the clock icon to select the time, but this is most useful for times beginning on the hour. When you are finished, click the **Save** button.

## To Enter Learning Center Hours

Select **Learning Center** from the **Attendance Type** dropdown list.



Select the appropriate **Attendance Date**. Enter the **Start Time** and **End Time**. Any hours collected will be automatically assigned to class(es) the student is enrolled in. If the student accrues hours outside an assigned class, those hours will be classified as "Open Lab." They do count for Attendance Hours and Testing Hours. When you are finished, click the **Save** button.

## To Enter Distance Learning Hours

Select **Distance Learning** from the **Attendance Type** drop-down list.



This screen collects more information. While only **Attendance Date**, **Site, Total Time,** and **Product** are required, it is highly recommended to also select **Class** associated with this Distance Learning time.

Select the **Product** from the drop-down list. For a list of the Product names, see the Glossary.

Select the **Site**, if applicable.

Select the **Class** to associate with this Distance Learning.

Enter the **Total Time**. This may be entered in whole hours or parts of hours.

When you are finished, click the **Save** button.

NOTE: It is at a program's discretion to decide how often to enter Distance Learning hours. Programs may choose to enter cumulative data once a week rather than every day. For accuracy of reporting, programs must still remain within the 14-day rule set forth in the Implementation Guidelines. However, it is important to be mindful of periods of participation, since Distance Learning hours may help prevent a PoP from expiring.

Option 2: Mark Attendance

*This option works better for entering the attendance of a group of students in a class or lab.*

Go to **Attendance → Mark Attendance**. From the **Maintain Rosters** tab, select the **Attendance Date, Location, Class Name**, and **Attendance Type**. Then click the **Get Roster** button on the right.



Select the students who attended the class that day by clicking the box on the right of the entry. If all enrolled students attended, you can click Select All. Then click the **Approve Selected** button.

If you would like to select another class and repeat the process, click the **Reset** button on the right. This will clear the entries.

## To Fix Errors in Reporting Attendance

Go to **Student → Enrollment → Attendance**.

Find the attendance record that is incorrect. Click the pencil icon on the right to edit.



If this is Distance Learning, you will be able to change the Attendance Type, Date, Total Time, Class, and Product.

If this is Learning Center, you will be able to change the Attendance Type, Date, Start Time, End Time, Site, and Class. You will not be able to edit total time, because that is calculated automatically.

When you are done making changes, click the **Update** button.

## Progress Testing

After students enrolled in NRS Levels 1-5 and 7-12 reach the required number of hours for post-testing, a suitable progress test should be administered. See 2017-18 Implementation Guidelines for details.

Go to **Student → Tests**.



Click the **Add Test** button.

You will then be prompted to enter the test name and test date. This is the same procedure as described on p. 29.

**Please note that after progress testing has been completed on ALL initial tests, the student's testing hours will reset to zero.** An additional 30-40 hours of attendance (depending on ENTRY test level) will be required before further progress testing can be entered.

# Goals: Setting and Completing

After completing orientation and assessment, student goals may be assigned. In order to set goals, go to **Student → Enrollment** and click the **Goals** tab. From the **Student Goal** field, click on the down arrow to open the drop-down list.

| Period 1 | | | | | | |
|---|---|---|---|---|---|---|

**Enrollment Info**
Enroll Date : **Sunday, July 02, 2017**    Location : **Central Office**    Site : **Main Learning Center**
Class Location :    Program Type : **Adult Education or ESL**    GED or Diploma : **Neither**
Status : **ENROLLED**

Enrollment | Barriers to Employment | Schedule | Attendance | Goals

**Student Goals**

* Student Goal :  -- Select an item --

Reached Date :  MM/DD/YYYY

Save    Update    Cancel

| | Student Goals | | | | | |
|---|---|---|---|---|---|---|
| **Goal** | **Goal Type** | **Subject** | **Set Date** | **Target Date** | **Reach Date** | |
| Complete Beginning ABE | Enrollment-related | Language | 7/2/2017 | 6/30/2018 | | |
| Complete Low Intermediate ABE | Other Progress | Reading | 7/2/2017 | 6/30/2018 | | |

Select the goal you wish to assign. NOTE: A level gain goal is automatically set upon enrollment, depending upon each initial test level. If the procedure is followed for entering initial tests, each initial test will have a corresponding level gain goal. When the student makes a level gain, the **Reach Date** will update automatically.

Here are definitions for the **Goals**:

**Earn a GED:** If the student lacks a high school diploma or GED diploma, then this goal is usually recommended. Deciding when to set this goal is a matter of local procedure.

**Enter Postsecondary Education/Training:** If the student wishes to continue education at a community college, technical college, or four-year institution, this goal is set. If the student enrolls in Postsecondary Education, then the goal is marked as reached. **This goal is tracked for the purpose of calculating Measurable Skill Gains prior to data match with CPE. These goals/gains may be removed if there is no evidence to confirm entry.**

**Enter Military:** This goal is for students stating the intent to enter one of the five branches of the armed forces (Army, Navy, Air Force, Marines, or Coast Guard). This applies to Active Duty, Reserve, or National Guard.

**Gain Employment:** This goal is for students who state that they are unemployed and seeking a job. Do not set this goal for students who have declared that they are Not in Labor Force.

**Enter Other Training Non Postsecondary:** This goal is for students who state the desire to enter other training programs, such as apprenticeships.

**Platinum NCRC:** This goal is for students who wish to complete the Platinum level on the NCRC.

**Silver NCRC:** This goal is for students who wish to complete the Silver level on the NCRC.

**Gold NCRC:** This goal is for students who wish to complete the Gold level on the NCRC.

**Pass KY Paraeducator Assessment:** This goal is for individuals who wish to complete the Paraeducator Assessment to become an instructional assistant in a K-12 setting.

**Obtain KMSS Certificate:** Old manufacturing skills certificate.

**Register to Vote or Voted:** This goal is for students who express an interest in voting.

**Receive US Citizenship:** This goal is for students who wish to become citizens.

**Be Removed from Public Assistance:** This goal is for students who wish to stop receiving TANF or KTAP.

**Obtain Job Advancment:** This goal is for students who are currently employed but who wish to improve their education in order to receive a promotion.

**Retain Job:** This goal is for students who wish to improve their education in order to keep their job.

**Master Workplace Essential Skills Instruction:** Old certificate.

**Other:** This goal is for any other student-centered goal not on this list.

**State Corrections WIN:** This goal is selected only for students who are incarcerated in a state prison.

**ITTS:** This goal is selected for students who use the ITTS online learning platform.

**Carnegie:** This goal is no longer in use.

**Focus Career Job/Career Search:** This goal is set for a student who will be using the Focus Career product to look for a job.

**WIN CCR:** This goal is set when a student begins studying for the NCRC or KESC using the WIN curriculum/portal (this goal is explained further on page 64).

To set any goal, select it from the drop-down list and then click **Save**. KAERS will automatically enter a Target Date of June 30, 2018 (the end of the fiscal year).

Once a goal is reached, you may go back to that goal, and click the pencil icon to edit. Enter the **Reached Date** field and click **Update**. The goal is now completed.

**Level Gain Goal**
Only one type of goal is automatically set in KAERS: the level gain goal. When a student is enrolled, a goal to complete all initial test NRS levels is set. For example, if a student is enrolled in math on NRS Level 3, then you will see a goal of "Complete Low Intermediate ABE" on that student's goal screen. Any other initial tests will also have corresponding level gain goals. Each will have a Set Date of the Test Date, and the Target Date will be the end of the fiscal year (6/30/18). When a progress test is entered with a level gain, the Reach Date will automatically load on this screen. You cannot edit this goal.

## Releasing a Student

One of the major changes to KAERS this year is the elimination of the Separation feature. Because of Periods of Participation, KAERS will now automatically track students' lapses in attendance and will "separate" those who have gone 90 days without contact time. However, there are still situations where it is necessary for a program to suspend a student's enrollment, usually because that student will attend a program in another county. To do this, the new function is **Release**.

Go to **Student → Enrollment** and click on the blue Enrollment tab.



You will see a check box next to **Released**. Click this box and then click **Update** at the bottom of the screen.
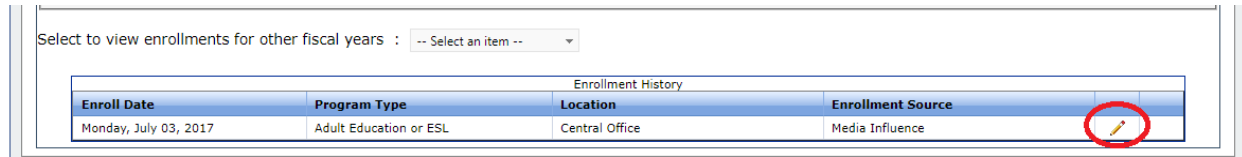


Now you will see that the student's status has gone to Separated. Please note that the **"Released on"** information will always be the date and time you release the student. There is no way to backdate this information, even at the state level.

## To Remove a Release

If a student returns to your program, then you can remove the release. Return to the **Enrollment** screen. At the bottom of the screen, click on the pencil next to your county's enrollment.



This will open up all the **Enrollment** tabs and allow you to edit.

Click on the **Released** checkbox. Then click **Update**. The student's status should now return to Enrolled.

## WIN CCR / WIN Portal

The WIN Portal allows students to study for and achieve the Kentucky Essential Skills Certificate (KESC) as well as prepare for the National Career Readiness Certificate (NCRC). Students may access WIN <u>only</u> through KAERS.

Go to **Student → Enrollment → Goals**.

Select the goal WIN CCR from the dropdown list.

You will now be prompted to enter a valid email address twice. This is very important. The WIN system identifies unique users with an email address. Please ensure this address is correct, because changing it can only be done by a KAERS programmer.

Click the **Save** button.

## The Student Portal Page

### To Have a Student Sign into WIN

Set up a computer to go to the regular KAERS home screen.

The student enters their User ID and Password. (To find these items, see the section on ) Once the student logs in, they will see their own dashboard. The WIN portal button (**Login to WIN**) will be on the left.
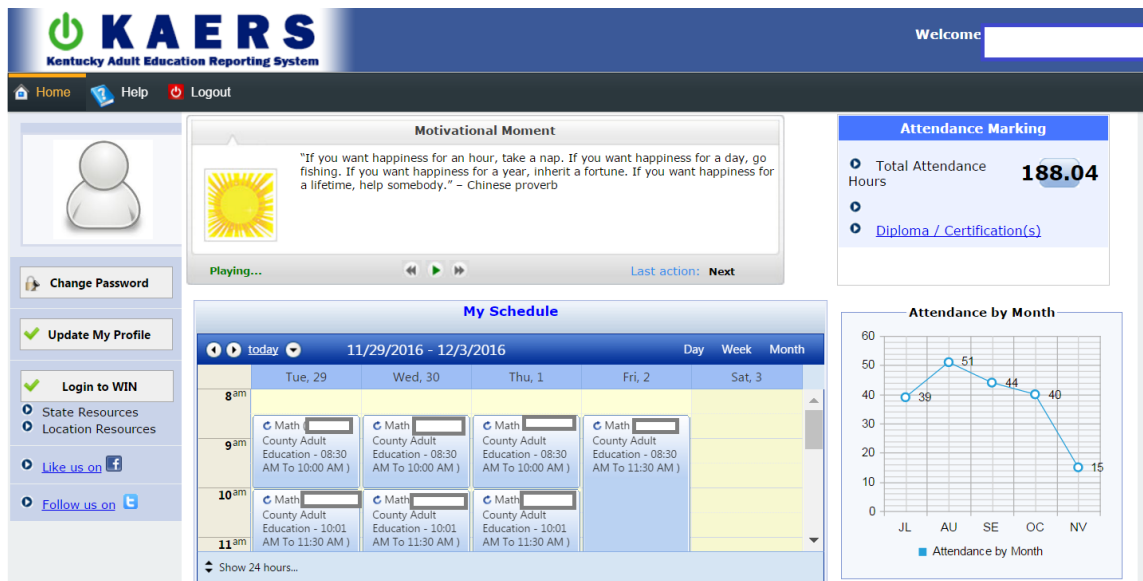
## Ongoing Data Quality Checks

Programs are expected to routinely monitor their own data quality in several key areas:

**Staff**
Change in Employment Status – If a staff member leaves employment or changes weekly hours, this should be reflected in KAERS. See the Staff section beginning on p. 5 for guidance on making these updates.

**Sites**
If classes cease at a site, it may be made inactive. If a site becomes more active, then the hours should be updated. See the Sites section beginning on p. 12 for guidance on making these updates.

**Schedule**
Instructor Weekly Hours – Instructors should be engaged in the classroom a minimum of 65% of the time they are scheduled to work each week. In order to monitor this, check these two reports on a regular basis:

- Admin → Instructor Weekly Teaching Hours
- Program Reports → Weekly Class Schedule

If you need further assistance with reconciling instructor hours, contact your Regional Associate.

**Post-Secondary Enrollments** (for the purpose of Measurable Skill Gains)
Marking the goal of Enter Post-Secondary Education/Training alerts KAERS to check that student's record for any other Measurable Skill Gain (such as GED or educational functioning level gain). If no other MSG has been achieved, then the post-secondary enrollment may count as the MSG for that student. However, these MSGs are cross-checked against a data match from the enrollment/attendance records of the Council on Postsecondary Education (CPE). This data match will locate students enrolled at public colleges and universities in Kentucky. If the student attends an institution or training program that is private, for-profit, or run by an eligible training provider, then the Adult Education program must retain records of that enrollment for potential audit. The program must keep the following information in the student's folder:

- Name and address of the institution
- Start date (the date the student actually begins attending the institution)
- Program of study (e.g. Medical Transcription, etc.)
- Anticipated credential (e.g. Certificate, CNA, etc.)

Programs may check the status of data matching by drilling down on the **Performance Report** (on the lines Total ABE/ASE or Total ELL). There you will find the following fields: Enter Postsecondary, Latest Postsecondary Entry, and Last Attendance Date.

**Enter Postsecondary** is the date marked in KAERS as reaching the goal.
**Latest Postsecondary Entry** is the date matched with CPE for enrollment in public colleges and universities in Kentucky.
**Last Attendance Date** is the last day the student attended Adult Education.

If there is a date for Enter Postsecondary, but no date for Latest Postsecondary Entry, then this indicates no data match, and the program will have to provide documentation supporting the enrollment. If there is insufficient documentation, then KYAE Skills U reserves the right to revoke this MSG.

If the Latest Postsecondary Entry date pre-dates the Last Attendance Date, then this is not considered an MSG. For postsecondary enrollment to count as an MSG, the student must exit Adult Education first.

Programs are expected to clean up fall semester reporting by December 31 and spring semester by May 1. Providing documentation support of postsecondary enrollment MSGs is ultimately the responsibility of local programs.

## End-Of-Year Actions

Each year, KAERS will undergo changes and updates to reflect growing data needs and requests, both from the state and federal levels. This requires the database to be taken completely offline for a number of days in early-mid July. KYAE Skills U will notify programs in advance of this closure.

Prior to taking the database offline, it is the responsibility of local programs to ensure that their data is up-to-date in KAERS and that problems or errors have been resolved. **It is ideal to have this data entry complete by June 30.** KYAE extends a grace period of up to 10 days in July to allow for further updates, but these changes may affect the rollout of the updated database.

Before the end of the year, DO:

- Ensure all test scores are entered and accurate.
- Ensure that all attendance is accurate.
- Ensure all goals that have been reached have been marked as such.

Before the end of the year:

- **Don't release all students.** Students' periods of participation may carry over from one fiscal year to the next.
- **Don't** remove the WIN goal from students who already have that goal.
- **Don't** make staff inactive. KAERS will do this automatically.
- **Don't** make sites inactive. KAERS will do this automatically.

## Guide to Reports (As of 7/1/17)

There are a number of reports in KAERS. Some of these are best run once a week; others can be checked quarterly or on an as-needed basis. Please note that KAERS reports can change regularly; while every attempt will be made to keep this manual updated, sometimes changes will occur with little notification. New reports will be covered at regular directors' meetings.

Here is a list of all the reports currently in KAERS (and the fields they contain). Reports marked with * are recommended to be run on a weekly basis for program performance tracking.

**Admin**
- **Attendance** (Site, Class, Service Description, Client ID, Last Name, First Name, Entry Lvl, Attend Hrs, Last Attended Date, Not Attended in Days, Level Gain, Address, City, State, ZIP, Age, Sex, Race, Test Hrs, Status, Separation Reason, Email, Phone)
- * **Performance Summary On Target Projections** (REG, WIB, Location Name, Provider Type, Contract, County Name, Enrollment, MSG, Academic Performance, GED Performance, # With Diploma, # With Diploma %)
- * **Eligible to post-test** (First Name, Last Name, Client ID, County, WIB, Site, Entry Level, Subject Enrolled, Test Date, Test Name, Date of Last Attendance, Points to Reach Level Gain, Progress Test Date, Test Hrs, Attendance Hrs, Separation Reason, Enrolled in Another Program, Level Gain in Another Program, Email, Phone, Address, Class)
- * **GED Ready Candidates** (Location Name, WIB, County, Site, Client ID, First Name, Last Name, Func Entry Level, Highest Level Reading, Highest Level Language, Highest Level Math, Level Gain Achieved, Att Hrs, Phone, Address)
- **KAERS/WIN, Students/Staff w/o WIN links** (Search by individual staff or student, or select Person Type to view a full listing of either)
- **Active Students Summary by Location** (Location, WIB, Enrollments, Separated, Attended in Last 30 Days, Attended in Last 15 Days)
- **GED Completers Summary** (Location, WIB, Level 1 to 3 Students #, Level 1 to 3 Completer #, Level 1 to 3 Completer %, Level 4 Students #, Level 4 Completer #, Level 4 Completer %, Level 5 Students #, Level 5 Completer #, Level 5 Completer %, Level 6 Students #, Level 6 Completer #, Level 6 Completer %, Level 1 to 6 Students #, Level 1 to 6 Completer #, Level 1 to 36 Completer %)
- **Attendance Hours Breakdown by Client** (Location, Site, Client ID, First Name, Last Name, Entry Level Code, Assigned Staff, Enrollment Source, Entry Subject, Entry Test Name, Highest Level Reading, Highest Level Language, Highest Level Math, Total Attendance Hrs, Orientation Hrs, Distance Learning Hrs, Learning Center Hrs, Learning Center Hrs by Subject, Post-Tested, Completed Level)
- * **TABE GED Ready & GED** (Location, Site, Client ID, First Name, Last Name, Entry Level Code, Assigned Staff, Enrollment Source, Entry Subject, Entry Test Name, Highest Level Reading, Highest Level Language, Highest Level Math,

Total Attendance Hrs, GED Ready Scores, GED Scores, Post-Test, Completed Level)

- **GED Grads into Postsecondary** (Returns state numbers of GED grads who have entered postsecondary for the last 6 years)
- **\* GED with Ready Scores and NOT Passed GED** (Location, County, Site, Client ID, Func Entry Level, Enroll Subject, Level Gain, Ready Scores, GED Scores, Email, Phone, Address, City, State, ZIP)
- **Feds NRS Table 4** (Education Function Level, Enrolled, Attendance Hours, Average Hours, Pre-Post Tested, Pre-Post Tested %, Completed Level, Remaining in Level, % Completion)

Attendance

- **Attendance Hrs Summary by Location and Type** (Enrollments, Learning Center Hours, Orientation/Intake Hours, Distance Learning Hours, Total Attendance)
- **Attendance Hrs Summary by Month (Drill by Date)** (Enrollment, Attendance, Average)
- **Attendance Hrs Analysis** (Pie charts of attendance by type)
- **StudentCount by AttendanceHrs Grouping** (Pie chart graphic)
- **Student Attendance** (Attendance listed by date for an individual student for the entire fiscal year)

Performance

- **Performance Report** ("Classic" report; Can choose 12 Hours or All Hours; Underlined areas are drilldowns for more specific information)
- **Performance Summary – Service Type** (MUST choose Service Type, i.e. Corrections; Enrolled, In Level, Reached Goal, Reached Goal %, GED, NCRC)
- **Performance Report 2016 New Version** (Includes more information about GED attainment across levels)
- **New Performance Summary PostTested** (WIB, Students, Eligible for PostTest, Post Tested, Completed Goal)
- **\* Performance Report 2017 New Version** (Updated for Measurable Skill Gains)
- **Performance Summary** (Location Name, County Name, Enrollment Target, Academic Performance, GED, NCRC, GED HS Diploma, Staff FT and PT)
- **TABE Test Analysis** (Pie charts by subject)
- **Performance Summary – By Site** (Site Name, Enroll <12 Hrs, Enrolled, Level 1 to 6, Level 7 to 12, In Level, Reached Goal, Reached Goal %, GED, NCRC)

Program Reports

- **Site ID and Name by Location** (Simple Site ID listing)
- **Student Search** (Returns Username and Passwords for All Students)
- **Enrollment by Month** (Returns number of enrollments by month; can be narrowed by site)
- **Fed NRS Cohort** (Returns data reported to Federal Government)
- **Test Results** (Can select by Entry, Other, Progress, GED Ready; Scores listed by student, Test Date, Test Name, Attend Hrs, Func Level)

- **Mailing Labels**
- **Program Summary** (Charts Show Enrollment, GED Attainment, and Level Gains over the course of 5 years)
- **Contacts** (Lists all contacts for program, such as Main Contact and KAERS Contact)
- **Teachers vs. Student Hrs** (Lists number of instructors, number of students, and hours)
- **TABE TEST Summary** (Lists total numbers of students in each subject by Enrolled, Eligible to PostTest, Progress, Gains, % Gains)
- **Function Level by GED/HS Diploma/None** (Pie charts)
- **Weekly Class Schedule** (Lists all classes and labs scheduled by site, staff, and day)
- **Days To Level Gains By Function Level** (Level, # Enrolled, # Eligible for Post-Test, # Post-Tested, # Completed Level, Average Days to Complete Level, Average Test Hrs)

Roster
- **Roster (Location)** (Site, Status, Program, First Name, Last Name, Age, Gender, Service, Enroll Date, Attend Hrs, Entry Level, Test Name, Enroll Subject, Points to Reach Level Gain, GED/HS Diploma, Testing Hrs, Met Level Gain, Phone, Address)
- **Roster By Service (Location)** (Site, Status, Program, Name, Age, Gender, Service, Attend Hrs, Entry Level, Assigned Staff, GED/HS Diploma)
- **Class Roster** (Location, Class, Start Date, End Date, Start Time, End Time, Days, Student Last Name, Student First Name, Status, Func Level, Enroll Subject, Test Name, Points to Reach, Age, Gender, Attend Hrs, Met Goal, Race, Testing Hrs)
- **Enrollment without Class** (Returns any students not assigned to a class)
- **Class List and Enrollments** (Returns students enrolled in multiple classes; click on + symbol under Enrollment to expand)

Staff
- **Staff Listing** (Can be sorted by Active or Inactive; Staff ID, First Name, Last Name, Staff User Role, Email, PD Status, Primary Assignment, Job, Hrs/Wk, Hrs/Yr, Part-Time/Full-Time, Active?, Activ. Date, Subjects)
- **PD Activity** (County, Location Name, Last Name, First Name, Job Activation Date, Course ID, Course Title, Enroll Date, Separation Date, PD Status, Email)
- **Active Users** (Lists all active KAERS users and their last login date)
- **Staff Unsigned in Courses** (Lists staff who are not enrolled in PD courses)

## Reports Cross-Reference

| If you are looking for: | Try this report: |
| --- | --- |
| Academic Performance | Admin→Performance Summary On Target |
| Address (Student) | Admin→Attendance<br>Admin→Eligible to Post-Test<br>Admin→GED with Ready Scores and Not Passed GED<br>Roster→Roster (Location) |
| Age | Admin→Attendance<br>Roster→Roster (Location)<br>Roster→Roster by Service (Location) |
| Assigned Staff | Admin→Attendance Hours Breakdown by Client<br>Admin→TABE GED Ready & GED<br>Roster→Roster by Service (Location) |
| Attendance Hours | Admin→Attendance<br>Admin→Eligible to Post-Test<br>Admin→GED Ready Candidates<br>Admin→Attendance Hours Breakdown by Client<br>Admin→TABE GED Ready & GED<br>Roster→Roster (Location)<br>Roster→Roster by Service (Location) |
| Average Days to Complete Level | Program Reports→Days to Level Gains by Function Level |
| Average Test Hours | Program Reports→Days to Level Gains by Function Level |
| Class | Admin→Attendance<br>Admin→Eligible to Post-Test<br>Roster→Class Roster |
| Distance Learning Hours | Admin→Attendance Hours Breakdown by Client |
| Email | Admin→Attendance<br>Admin→Eligible to Post-Test<br>Admin→GED Ready Candidates<br>Admin→GED with Ready Scores and Not Passed GED |
| Enroll Date | Roster→Roster (Location) |
| Enrolled in Another Program | Admin→Eligible to Post-Test |
| Enrollment | Admin→Performance Summary On Target |
| Enrollment Source | Admin→Attendance Hours Breakdown by Client<br>Admin→TABE GED Ready & GED |
| Entry Level (Entry Level Code; Func Entry Level) | Admin→Attendance<br>Admin→Eligible to Post-Test<br>Admin→GED Ready Candidates<br>Admin→Attendance Hours Breakdown by Client<br>Admin→TABE GED Ready & GED<br>Admin→GED with Ready Scores and Not Passed GED<br>Roster→Roster (Location)<br>Roster→Roster by Service (Location)<br>Roster→Class Roster |

| | |
|---|---|
| Entry Subject | Admin→Attendance Hours Breakdown by Client<br>Admin→TABE GED Ready & GED<br>Admin→GED with Ready Scores and Not Passed GED<br>Roster→Roster (Location) |
| Entry Test Name | Admin→Attendance Hours Breakdown by Client<br>Admin→TABE GED Ready & GED<br>Roster→Roster (Location) |
| GED Number | Admin→Performance Summary On Target |
| GED/HS Diploma (possess at program entry) | Roster→Roster (Location)<br>Roster→Roster by Service (Location) |
| GED Ready Scores | Admin→TABE GED Ready & GED<br>Admin→GED with Ready Scores and Not Passed GED |
| GED Scores | Admin→TABE GED Ready & GED<br>Admin→GED with Ready Scores and Not Passed GED |
| Highest Level Language | Admin→GED Ready Candidates<br>Admin→Attendance Hours Breakdown by Client<br>Admin→TABE GED Ready & GED |
| Highest Level Math | Admin→GED Ready Candidates<br>Admin→Attendance Hours Breakdown by Client<br>Admin→TABE GED Ready & GED |
| Highest Level Reading | Admin→GED Ready Candidates<br>Admin→Attendance Hours Breakdown by Client<br>Admin→TABE GED Ready & GED |
| Job Activation Date (Staff) | Staff→Staff Listing |
| Last Attended Date | Admin→Attendance<br>Admin→Eligible to Post-Test |
| Learning Center Hours | Admin→Attendance Hours Breakdown by Client |
| Learning Center Hours by Subject | Admin→Attendance Hours Breakdown by Client |
| Level Gain (Level Gain Achieved; Met Level Gain; Completed Level) | Admin→Attendance<br>Admin→GED Ready Candidates<br>Admin→Attendance Hours Breakdown by Client<br>Admin→TABE GED Ready & GED<br>Admin→GED with Ready Scores and Not Passed GED<br>Roster→Roster (Location) |
| Level Gain in Another Program | Admin→Eligible to Post-Test |
| Measurable Skill Gains (MSG) | Performance→Performance Report 2017 New Version |
| Not Attended in Days | Admin→Attendance |
| Orientation Hours | Admin→Attendance Hours Breakdown by Client |
| Password (Student) | Program Reports→Student Search |
| PD Status | Staff→PD Activity |
| Phone | Admin→Attendance<br>Admin→Eligible to Post-Test<br>Admin→GED Ready Candidates<br>Admin→GED with Ready Scores and Not Passed GED<br>Roster→Roster (Location) |
| Points to Reach Level Gain | Admin→Eligible to Post-Test |

| | Roster→Roster (Location) |
|---|---|
| Post-Tested | Admin→Attendance Hours Breakdown by Client |
| | Admin→TABE GED Ready & GED |
| Program (AE/ESL, Carryover, OPT) | Roster→Roster (Location) |
| | Roster→Roster by Service (Location) |
| Progress Test Date | Admin→Eligible to Post-Test |
| Race | Admin→Attendance |
| Separation Reason | Admin→Attendance |
| | Admin→Eligible to Post-Test |
| Service Description | Admin→Attendance |
| | Roster→Roster (Location) |
| | Roster→Roster by Service (Location) |
| Sex (Gender) | Admin→Attendance |
| | Roster→Roster (Location) |
| | Roster→Roster by Service (Location) |
| Site | Admin→Attendance |
| | Admin→Eligible to Post-Test |
| | Admin→GED Ready Candidates |
| | Admin→Attendance Hours Breakdown by Client |
| | Admin→TABE GED Ready & GED |
| | Admin→GED with Ready Scores and Not Passed GED |
| | Roster→Roster (Location) |
| | Roster→Roster by Service (Location) |
| Site ID | Program Reports→Site ID and Name by Location |
| Staff ID | Staff→Staff Listing |
| Staff Name | Staff→Staff Listing |
| Status | Admin→Attendance |
| | Roster→Roster (Location) |
| | Roster→Roster by Service (Location) |
| | Roster→Class Roster |
| Subject Enrolled (Entry Subject) | Admin→Eligible to Post-Test |
| | Admin→Attendance Hours Breakdown by Client |
| Test Date | Admin→Eligible to Post-Test |
| Test Hours | Admin→Attendance |
| | Admin→Eligible to Post-Test |
| | Roster→Roster (Location) |
| Test Name | Admin→Eligible to Post-Test |
| Username (Student) | Program Reports→Student Search |
| With Diploma # | Admin→Performance Summary On Target |
| With Diploma % | Admin→Performance Summary On Target |

## Glossary of Fields and Terms

**Assigned Staff:** The staff member or instructor who may be considered the primary point of contact regarding a student's status or situation.

**Barriers to Employment:** (Per NRS Technical Assistance Guide December 2017, pp. 42-43)

**Definitions.** WIOA requires each core program to report the performance indicators disaggregated by the following 11 barriers to employment. These barriers are presumed to affect placement of the participant in unsubsidized employment and are self-identified by the participant at entry into each PoP. Programs should report all categories to which the participant identifies.

• **Displaced homemaker**—The participant has been providing unpaid services to family members in the home and (a) has been dependent on the income of another family member but is no longer supported by that income; (b) is the dependent spouse of a member of the armed forces on active duty whose family income is significantly reduced because of (i) a deployment or a call or order to active duty pursuant to a provision of law, (ii) a permanent change of station, or (iii) the service-connected death or disability of the member; and (c) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

• **English language learner, low literacy level, cultural barriers**—The participant has either (a) limited ability in speaking, reading, writing, or understanding the English language; (b) an inability to compute and solve problems, or read, write, or speak English at a level necessary to function on the job in the participant's family or in society; or (c) a perception of him- or herself as possessing attitudes, beliefs, customs, or practices that influence a way of thinking, acting, or working that may serve as a hindrance to employment.

• **Exhausting Temporary Assistance for Needy Families (TANF) within 2 years**—The participant is within 2 years of exhausting lifetime eligibility under Part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.), regardless of whether he or she is receiving these benefits at program entry.

• **Ex-offender**—The participant is a person who either (a) has been subject to any stage of the criminal justice process for committing a status offense or delinquent act, or (b) requires assistance in overcoming barriers to employment resulting from a record of arrest or conviction.

• **Homeless or runaway youth**—The participant lacks a fixed, regular, and adequate nighttime residence; has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; is a migratory child who in the preceding 36 months was required to move from one school district to another due to changes in the parent's or parent's spouse's seasonal employment in agriculture, dairy, or fishing work; or is under 18 years of age and absents himself or herself from home or place of legal residence without the permission of his or her family (i.e., runaway youth). However, a participant

who may be sleeping in a temporary accommodation while away from home should not, as a result of that fact alone, be recorded as homeless.

• **Long-term unemployed**—The participant has been unemployed for 27 or more consecutive weeks.

• **Low-income**—The participant (a) receives, or in the 6 months prior to application to the program has received, or is a member of a family that is receiving in the past 6 months assistance through the Supplemental Nutrition Assistance Program (SNAP), the TANF program, the Supplemental Security Income (SSI) program, or State or local income-based public assistance; (b) is in a family with total family income that does not exceed the higher of the poverty line or 70% of the lower living standard income level; (c) is a youth who receives, or is eligible to receive, a free or reduced-price lunch; (d) is a foster child on behalf of whom State or local government payments are made; (e) is a participant with a disability whose own income is the poverty line but who is a member of a family whose income does not meet this requirement; (f) is a homeless participant or homeless child or youth or runaway youth; or (g) is a youth living in a high-poverty area.

• **Migrant and seasonal farmworker—**The participant is a low-income individual who for 12 consecutive months out of the 24 months prior to application for the program involved has been primarily employed in agriculture or fish farming labor that is characterized by chronic unemployment or underemployment, and faces multiple barriers to economic self-sufficiency.

• **Individual with disabilities**—The participant indicates that he or she has any disability, defined as a physical or mental impairment that substantially limits one or more of the person's major life activities, as defined under the Americans with Disabilities Act of 1990.

• **Single parent**—The participant is a single, separated, divorced, or widowed individual who has primary responsibility for one or more dependent children under age 18 (including single pregnant women).

• **Youth in foster care or who has aged out of system**—The participant is a person who is currently in foster care or has aged out of the foster care system.

**Cell Phone:** Mobile phone number.

**CIP Code:** The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000. See also: https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55

**City:** City or town where learner resides.

**Class: Definition per the KYAE Skills U Implementation Guidelines:**

- Must be taught by an instructor and should use syllabi, lesson plans, and standards-based curricula.
- Should employ differentiated instruction when necessary to meet the needs of students at various levels. Differentiated instruction is especially important for small programs. Simply put, differentiated instruction employs multiple instructional approaches so that the teacher is effectively reaching students who are at various academic levels and have various learning styles.
- Should have a duration based on intended student learning outcomes (i.e., 45 hours, 6 weeks for post-testing, etc.).
- Should use technology in the learning environment that supports 21st century skills. Technology may include: using digital copies, using common digital display (e.g., monitor, projector, white board), and digital content for instruction (e.g., KET's Fast Forward, EdReady, and/or Khan Academy).
- Include various instructional styles, strategies, adaptations, and resources to meet the needs of all students, including those with learning differences and/or challenges.
- Integrate employability and digital literacy skills into academic instruction.
- May have varied timeframes and may be adjusted as necessary (for example, mid-session) based on student and program needs. May allow students to enter a class in progress; providing the student's assessment suggests that the student is prepared for the material being covered at that point in the class.

**Contact Time:** Per NRS Technical Assistance Guide December 2017 (p. 46), Contact Hours are defined as: "Hours of instruction or instructional activity that the participant receives from the program. Instructional activity includes any program-sponsored activity designed to promote learning in the program curriculum, such as classroom instruction, assessment, tutoring, or participation in a learning lab. Time spent on assessment can be counted only if the assessment is designed to inform placement decisions, assess progress, or inform instruction. Time used simply to administer tests, such as the GED tests, cannot be counted as instructional activity."

**Data Matching Consent:** Student gives consent to release demographic and testing information for educational purposes, such as data matching. Documentation of a signed release form is required in the student folder.

**Date of Birth:** Entered MM/DD/YYYY. Be aware that many students from outside the United States may write the day first and the month second. Clarify with the learner, if necessary.

**Distance Learning** – Per NRS Technical Assistance Guide December 2017 (p. 48), Distance Education is defined as: "Formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media, including but not limited to, print, audio recording, videotape, broadcasts, computer software, Web-based programs, and other online technology. Teachers support distance learners through communication by mail, telephone, e-mail, or online technologies and software."

Students may begin or supplement their studies using a distance learning product. Options are:

- ALEKS
- Aztec Adult Education
- Burlington English
- EdReady Math
- Essential Education
- FastForward
- ITTS
- Khan Academy
- Other Software
- Paper Products
- Personal Contact (to be used for follow-up communications only)
- USALearns
- WIN

**Email:** The learner should provide a valid email address that is accessible (i.e., the learner knows or can recover the password). If the learner enrolls in WIN, this email is used. ***Double-check accuracy of emails before entering into KAERS. Once this email is saved, it can only be changed by a KAERS programmer.***

**Employment Status**
**NOTE:** Under WIOA, ALL enrolled students are counted in the cohort for employment follow-up measures EXCEPT those who are currently in a correctional facility.
- Correctional Facility – "Any prison, jail reformatory, work farm, detention center, or any other Federal, State, or local institution designed for the confinement or rehabilitation of criminal offenders." *(NRS Implementation Guidelines Feb. 2016, p. 50)*
- Not in Labor Force – Student identifies as not seeking employment, or student is not eligible to work in the US.
- Employed Full/Part Time
- Employed But Notice Termination – Student is employed but has been notified of an impending layoff, facility closure, etc.
- Unemployed – Student identifies as not currently employed but seeking employment.

**Enrollment Source**
- **Community Partner:** Libraries, churches, Housing Authority, Community Action Council, Health Department, Rehab Centers, Private Medical Facilities, Drug and Alcohol Treatment Programs, etc. (not court-ordered)
- **Employer/Business:** Companies, factories, stores, and other employers.
- **Judicial/Incarcerated/Corrections:** County jails, state prisons, halfway houses. Diversion programs. Court-ordered individuals.
- **Media Influence:** Advertisements via television, radio, social media, newspapers, outdoor signage.

- **Personal Referral (Word of Mouth):** A friend or family member; also a returning student.
- **Post-Secondary School Referral:** A college advisor or admissions officer.
- **Secondary School Referral:** A high school counselor or teacher.
- **Walk-In (Not Referred):** The student finds the learning center independently of any outside influence.
- **WIOA Core Partner:** Office of Vocational Rehabilitation (OVR), Office of Employment and Training (OET), One-Stops, Kentucky Career Centers, Area Development Districts (ADD), Workforce Investment Boards (WIB).

**Exclusions**

## Participant Exclusions

**The following reasons for EXIT allow the exclusion of a participant from ALL performance indicators:**

Exit is due to the participant becoming <u>incarcerated</u> or entered into a <u>24-hour support facility</u> such as a hospital or treatment center

Exit is due to <u>medical treatment</u> that lasts more than 90 days

Participant is <u>deceased</u>

Exit is due to being <u>called into active duty</u> in the National Guard or other armed services for at least 90 days

**Facilitated labs** (i.e., instructor-led) – Per the KYAE Implementation Guidelines: "Can be designed for students who miss the start of a new class or need additional assistance. Instructor-led labs allow students who do or do not attend scheduled classes to have an alternative learning opportunity allowing them to accomplish their educational goals without creating another barrier to their success."

**First Name:** Given name of learner (as learner reports it).

**Gender:** Whether the student self-identifies as male or female.

**General Enrollment:** This enrollment type indicates only demographic and possibly testing information for the student. This student has not yet been enrolled in a specific adult education program.

**Hispanic Origin:** Per NRS: "A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term 'Spanish origin' can be used in addition to 'Hispanic/Latino or Latino.'" (Technical Assistance Guide, p. 44)

**How did you hear about us?:** The answer to this question should come from directly asking the learner, either verbally or through a registration form. These answers help inform an understanding of how adult education learners find our programs. This knowledge can benefit programs and KYAE as they implement recruitment efforts.

**IET Types (All definitions taken from TEGL 19-16. See that memo for further information.)**
- Combined Workforce Training
- Customized Training – "Customized training is designed to meet the specific requirements of an employer or group of employers with the commitment that the employer(s) hire and individual upon successful completion of the training."
- Entrepreneurial Training – Training is provided to enable the individual to become self-employed.
- Incumbent Worker Training – "IWT provides both workers and employers with the opportunity to build and maintain a quality workforce and is governed by sections 20 CFR 680.780 through .820 of the Final Rule. IWT is designed to meet the needs of an employer or group of employers to retain a skilled workforce or avert layoffs."
- Occupational Skills Training
- On-the-job Training – "WIOA provides for State and Local WDB to provide up to 50 percent of the wage rate of the participant to employers for the costs of training while the participant is in the program. OJT contracts may also be entered into with the RA program sponsors or participating employers in registered apprenticeship programs consistent with 20 CFR 680.700."
- Private Sector Training Programs
- Skill Upgrade and Retraining
- Transitional Jobs – "Is a time limited work experience that is wage-paid and subsidized, and is in the public, private, or non-profit sectors for those individuals with barriers to employment who are chronically unemployed or have inconsistent work history, as determined by the Local Workforce Development Board. These jobs are designed to enable an individual to establish a work history, demonstrate, work success in an employee-employer relationship, and develop the skills that lead to unsubsidized employment."

**In-Kind Employee:** An in-kind employee is someone who works for the adult education center as a paid employee, but that person's salary does not come from the KYAE Basic Grant. Typically this person's salary is provided by the fiscal agent.

**Initial Tests:** Initial Enrollment and Initial Test Scores are tests entered within the first two weeks of enrollment and the first 20 hours of contact time. They can count for Measurable Skill Gains.

**Intent:** The intent is the reason or reasons a student is enrolled. At least one intent must be selected, but more than one can be chosen. Intent is not a goal, and it does not appear on the performance report.

- **Basic Skills Acquisition:** Anyone seeking basic skills improvement, such as for the ASVAB, Para-Educator Exam, to help children with homework, etc., who does not fall into one of the other intent categories.
- **Gain Employment:** Anyone who needs to get a job.
- **GED:** Anyone who needs to earn the high school equivalency, regardless of entry level.
- **KESC:** Anyone who needs to earn the Kentucky Essential Skills Certificate.
- **Learn English Language:** Anyone who does not speak English fluently.
- **NCRC:** Anyone who needs to earn the National Career Readiness Certificate.
- **Transition to College:** Anyone who needs to transition to post-secondary education.

**Last Grade Completed:** This is the last full grade the learner completed.

**Last Name:** Family name of learner. Be aware that some students from Asia may write their family name first. Also, learners from Latin American countries might use two last names. Consult the learner to determine which is preferred.

**Living Area (Rural/Urban):** NRS defines a rural area as "a place with a population of less than 2,500 that is not near any metropolitan area with a population greater than 50,000, or in a city with adjacent areas of high density." (Implementation Guidelines February 2016, p. 47)

**MI:** Middle Initial. Not required.

**NCRC:** National Career Readiness Certificate. The NCRC is a certification awarded upon successfully passing three ACT WorkKeys tests: Applied Mathematics, Reading for Information, and Locating Information. The scores fall into three levels accepted by Kentucky: Silver, Gold, and Platinum. The overall NCRC award is based on the lowest of the three scores. For example, if a student scores Platinum in Applied Math and Reading for Information but Silver in Locating Information, then the student is awarded a Silver NCRC.

**Participant:** A student who has received at least 12 hours of contact time.

**Period of Participation:** Program entry is the date on which a reportable individual enrolls in an adult education program. Program exit occurs when the participant has not received services for the past 90 days and has no additional services scheduled (NRS, LEAP into WIOA, part 2). The period of participation is the time between entry and exit.

**Program Type**
There are three program types for a student enrollment. Choose the appropriate one for the student's situation:

- **Adult Education or ESL:** This is the largest category. Any student who will receive instruction in preparation for level gains or GED attainment is entered

into this program type. Almost all students who test in Levels 1-12 are entered here.

- **AE/ESL Carry-Over Achievement:** This category is for students who received instruction in the program year immediately prior to the current year and who are re-entering the program simply for the purpose of completing the GED.
- **Official Practice Test (OPT) / Paraeducator:** This category is for students who do NOT need instruction to make a level gain or prepare for GED testing or Para-educator testing. Students in this category would be entered with a Ready test.

**Race:** You can select more than one category. NRS defines the fields as follows:

- **American Indian or Alaska Native**—A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
- **Asian**—A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African-American**—A person having origins in any of the Black racial groups of Africa.
- **Hispanic/Latino of any race**—A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term "Spanish origin" can be used in addition to "Hispanic/Latino or Latino."
- **Native Hawaiian or Other Pacific Islander**—A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White**—A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- **Two or more races—**A person having origins in two or more race categories and not Hispanic/Latino.
- Students who identify themselves as **Hispanic/Latino** are reported **only** in that category.

**Reportable Individual:** A person who has received less than 12 hours of contact time.

**Secondary Education Credential:**
- GED/High School Equivalency – This category includes the standardized high school equivalency exams, such as GED®, HI-SET, and TASC.
- High School Diploma – A traditional diploma from a US-based high school within the 50 states or the District of Columbia.
- Other High School Equivalency – An alternative certificate from a US-based high school, such as those awarded to students in special education.
- Non-US Based High School Diploma – A diploma from a secondary institution outside the United States. This includes US territories.

**Site:** A place of instruction which has a different physical address from the main location. A site should not have the same address as a county's main learning center.

**SSN:** Social Security Number. If the student does not have a SSN, then you will need to create a placeholder. This is a combination of letters and numbers. You can generate a pseudo one using your location code and four additional digits. For example, the first pseudo SSN for location code C9999 would be C99-99-0001, the second pseudo one would be C99-99-0002, and so on.

**State:** This defaults to Kentucky.

**Street:** Street and number plus apartment information, if applicable. For Corrections students, use the last place of residence. If at all possible, do not use the address of the detention center.

**Type of Services**
- Adult Ed at the Workplace
- Fall AO – This service should be marked by close of business on the first day of classes, for compliance with Pell Grant reporting. AO students MUST be concurrently enrolled in Adult Education and College classes to ensure receipt of their federal grant money.
- Spring AO – (See above parameters.)
- Corrections – "Any prison, jail reformatory, work farm, detention center, or any other Federal, State, or local institution designed for the confinement or rehabilitation of criminal offenders." *(NRS Implementation Guidelines Feb. 2016, p. 50)*
- EL/Civics
- Family Literacy
- Corrections – Incarcerated.
- SNAP E&T Treatment – See Paths to Promise Guidelines.
- GED Express
- IET – "The term 'Integrated Education and Training' means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement." *WIOA Legislation, H.R. 803 Sec 203(11)*
- SNAP E&T Control – See Paths to Promise Guidelines.

**Years Out of School:** The number of years since the learner attended secondary or elementary school.

**ZIP:** The basic 5-digit ZIP code is required; the Plus-4 is optional.

# WIOA New Data Elements and Definitions: Barriers to Employment
## (Definitions taken from WIOA PIRL ETA-9170)

| | |
|---|---|
| Individual with a Disability (WIOA) | Record 1 if the participant indicates that he/she has any "disability", as defined in Section 3(2)(a) of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102).  Under that definition, a "disability" is a physical or mental impairment that substantially limits one or more of the person's major life activities.<br>Record 0 if the participant indicates that he/she does not have a disability that meets the definition.<br>Record 9 if the participant did not self-identify. |
| Homeless participant, Homeless Children and Youths, or Runaway Youth at Program Entry (WIOA) | Record 1 if the participant, at program entry:<br>(a) Lacks a fixed, regular, and adequate nighttime residence; this includes a participant who:<br>(i) is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;<br>(ii) is living in a motel, hotel, trailer park, or campground due to a lack of alternative adequate accommodations;<br>(iii) is living in an emergency or transitional shelter;<br>(iv) is abandoned in a hospital; or<br>(v) is awaiting foster care placement;<br>(b) Has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as a car, park, abandoned building, bus or train station, airport, or camping ground;<br>(c) Is a migratory child who in the preceding 36 months was required to move from one school district to another due to changes in the parent's or parent's spouse's seasonal employment in agriculture, dairy, or fishing work; or<br>(d) Is under 18 years of age and absents himself or herself from home or place of legal residence without the permission of his or her family (i.e., runaway youth).<br><br>This definition does not include a participant imprisoned or detained under an Act of Congress or State law.  A participant who may be sleeping in a temporary accommodation while away from home should not, as a result of that alone, be recorded as homeless.<br>Record 0 if the participant does not meet the conditions described above. |
| Displaced Homemaker | Record 1 if the participant, at program entry, has been providing unpaid services to family members in the home and who:<br><br>    (A)(i) has been dependent on the income of another family member but is no longer supported by that income;  or (ii) is the dependent spouse of a member of the Armed Forces on active duty (as defined in sec. 101(d)(1) of title 10, United States Code) and whose family income is significantly reduced because of a deployment (as defined in section 991(b) of title 10, United States Code, or pursuant to paragraph (4) of such section), a call or order to active duty pursuant to a provision of law referred to in section 101(a)(13)(B) of title 10, United States Code, a permanent change of station, or the service-connected (as defined in sec. 101(16) of title 38, United States Code) death or disability of the member; and<br><br>    (B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.<br><br>Record 0 if the participant does not meet the conditions described above. |

| | |
|---|---|
| Ex-Offender Status at Program Entry (WIOA) | Record 1 if the participant, at program entry, is a person who either (a) has been subject to any stage of the criminal justice process for committing a status offense or delinquent act, or (b) requires assistance in overcoming barriers to employment resulting from a record of arrest or conviction. Record 0 if the participant does not meet any one of the conditions described above. Record 9 if the participant did not disclose. |
| Youth in Foster Care/Aged Out of System | Record 1 if the participant, at program entry, is a person who is currently in foster care or has aged out of the foster care system. Record 0 if the participant does not meet the conditions described above. |
| Single Parents | Record 1 if the participant, at program entry, is single, separated, divorced or a widowed individual who has primary responsibility for one or more dependent children under age 18 (including single pregnant women). Record 0 if the participant does not meet the condition described above. Record 9 if the participant did not self-identify. |
| Exhausting TANF Within 2 Years (Part A Title IV of the Social Security Act) at Program Entry (WIOA) | Record 1 if the participant, at program entry, is within 2 years of exhausting lifetime eligibility under part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.), regardless of whether receiving these benefits at program entry. Record 0 if the participant does not meet the condition described above. Record 9 if the data element does not apply to the participant (i.e., the participant has never received TANF, or if the participant has already exhausted lifetime TANF eligibility). |
| Long-Term Unemployed | Record 1 if the participant, at program entry, has been unemployed for 27 or more consecutive weeks. Record 0 if the participant does not meet the condition described above. |

| | |
|---|---|
| Low Income Status at Program Entry (WIOA) | Record 1 if the participant, at program entry, is a person who:<br>(a) Receives, or in the 6 months prior to application to the program has received, or is a member of a family that is receiving or in the past 6 months prior to application to the program has received:<br> (i) Assistance through the supplemental nutrition assistance program (SNAP) under the Food and Nutrition Act of 2008 (7 USC 2011 et seq.);<br>(ii) Assistance through the temporary assistance for needy families program under part A of Title IV of the Social Security Act (42 USC 601 et seq.);<br>(iii) Assistance through the supplemental security income program under Title XVI of the Social Security Act (42 USC 1381); or<br>(iv) State or local income-based public assistance.<br>(b) Is in a family with total family income that does not exceed the higher of the poverty line or 70% of the lower living standard income level;<br>(c) Is a youth who receives, or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 USC 1751 et seq.);<br>(d) Is a foster child on behalf of whom State or local government payments are made;<br>(e) Is an participant with a disability whose own income is the poverty line but who is a member of a family whose income does not meet this requirement;<br>(f) Is a homeless participant or a homeless child or youth or runaway youth (see Data Element #700); or<br>(g) Is a youth living in a high-poverty area.<br>Record 0 if the participant does not meet the criteria presented above. |
| Cultural Barriers at Program Entry (WIOA) | Record 1 if the participant, at program entry, perceives him or herself as possessing attitudes, beliefs, customs or practices that influence a way of thinking, acting or working that may serve as a hindrance to employment.<br>Record 0 if the participant does not meet the conditions described above.<br>Record 9 if the participant did not self-identify. |
| Migrants and Seasonal Farmworkers | Record 1 if the participant, at program entry, is a low-income individual (i) who for the 12 consecutive months out of the 24 months prior to application for the program involved, has been primarily employed in agriculture or fish farming labor that is characterized by chronic unemployment or underemployment; and (ii) faces multiple barriers to economic self-sufficiency.<br><br>Record 2 if the participant, at program entry, is a seasonal farmworker and whose agricultural labor requires travel to a job site such that the farmworker is unable to return to a permanent place of residence within the same day.<br><br>Record 3 if the participant, at program entry, is a dependent (as defined in 20 CFR 685.110) of the individual described as a seasonal or migrant seasonal farmworker above.)<br><br>Record 0 if the participant does not meet any one of the conditions described above. |
| Dislocated Worker Status | Record 1 if the participant received services under WIOA sec. 133(b)(2)(B) as a person who—<br><br>(A)(i) has been terminated or laid off, or who has received a notice of termination or layoff, from employment; (ii)(I) is eligible for or has exhausted entitlement to unemployment compensation; or (II) has been employed for a duration sufficient to demonstrate, to the appropriate entity at a one-stop center referred to in section 121(e), attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an |

| | |
|---|---|
| | employer that were not covered under a State unemployment compensation law; and (iii) is unlikely to return to a previous industry or occupation;<br><br>(B)(i) has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, or enterprise; (ii) is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days; or (iii) for purposes of eligibility to receive services other than training services described in WIOA sec. 134(c)(3), career services described in WIOA sec. 134(c)(2)(A)(xii), or supportive services, is employed at a facility at which the employer has made a general announcement that such facility will close;<br><br>(C) was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community in which the participant resides or because of natural disasters;<br><br>(D) is a displaced homemaker; or<br><br>(E)(i) is the spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, United States Code), and who has experienced a loss of employment as a direct result of relocation to accommodate a permanent change in duty station of such member; or (ii) is the spouse of a member of the Armed Forces on active duty and who meets the criteria described in WIOA sec. 3(16)(B).<br><br>Record 2 if the participant received services under WIOA sec. 133(a).<br><br>Record 3 if the participant received under WIOA secs. 133(b)(2)(B) and 133(a).<br><br>Record 0 if the participant did not receive services under the condition described above. |
| Basic Skills Deficient/ Low Level Literacy | Record 1 if the participant is, at program entry:<br><br>A) a youth, who has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or<br><br>B) a youth or adult, who is unable to compute and solve problems, or read, write, or speak English at a level necessary to function on the job, in the participant's family, or in society.<br><br>Record 0 if the participant does not meet the conditions described above.<br><br>Operationalization: All students who enter at NRS Level 4 or below in any subject are in this category. |
| English Language Learner at Program Entry | Record 1 if the participant, at program entry, is a person who has limited ability in speaking, reading, writing or understanding the English language and also meets at least one of the following two conditions (a) his or her native language is a language other than English, or (b) he or she lives in a family or community environment where a language other than English is the dominant language.<br><br>Record 0 if the participant does not meet the conditions described above. |

# Appendix A: Statutes Surrounding the KAERS Security Agreement

**341.190 Records and reports -- Confidential treatment -- Exceptions.**

(1) Each employing unit shall keep true and accurate work records of all workers employed by it, of the wages paid by it to each worker, and such other information as the secretary of the Education and Workforce Development Cabinet considers necessary for the proper administration of this chapter. The records shall be open for inspection and subject to being copied by the secretary or his or her authorized representatives at any reasonable time and as often as necessary.

(2) The secretary may require any employing unit to furnish to the cabinet at its central office from time to time information concerning the total amounts of wages paid, total number of persons employed, an individual record of each worker employed, an individual record of each worker whose employment has been terminated or who has been laid-off, an individual wage and hour record of each worker employed part time entitled to benefits, and other related matters, including hours worked, which the secretary considers necessary to the effective administration of this chapter.

(3) Information obtained from an employing unit or individual and other records made by the cabinet in the administration of this chapter are confidential and shall not be published or be open for public inspection, except as provided below:

(a) Information and records may be made available to public employees in the performance of their duties, but the agency receiving the information and records shall assure the confidentiality, as required in this section, of all information and records so released by entering into a written, enforceable, and terminable agreement with the cabinet and by satisfying the safeguards set forth in the federal confidentiality and disclosure requirements as prescribed by 42 U.S.C. sec. 503, 26 U.S.C. sec. 3304, and 20 C.F.R. sec. 603.9;

(b) A claimant or employing unit or his legal representative shall be provided, upon request, information and records maintained by the cabinet in the administration of his claim, his reserve account, his reimbursing employer account, or any proceeding under this chapter to which he is a party;

(c) A public official with authority under state or federal law to obtain the information and records by subpoena, other than a clerk of court on behalf of a litigant, shall be provided information and records upon service of a duly issued subpoena;

(d) A federal official, when required for the purposes of oversight and auditing of the unemployment insurance program, shall be provided information and records;

(e) Statistical information derived from information and records obtained or made by the cabinet may be published, if it in no way reveals the identity of any claimant or employing unit; and

(f) Nothing in this section shall preclude the secretary or any employee of the cabinet from testifying in any proceeding under this chapter or in any court, or from introducing as evidence information or records obtained or made by the cabinet in an action for violation of state or federal law to which the cabinet is a party or upon order of the court.

(4) Disclosures shall be made under subsection (3) of this section only if:

(a) The disclosure is necessary for the proper administration of the unemployment insurance program;

(b) No more than an incidental amount of staff time or a nominal processing cost is required to make the disclosure; or

(c) The cost of providing the information and records is paid by the recipient prior to the disclosure, consistent with federal laws and regulations, except this requirement shall not apply to disclosures made under subsection (3)(c) and (f) of this section if the cabinet attempts without success to recover the cost of disclosure. For disclosures made to public employees under subsection (3)(a) of this section, this requirement shall be met if the agency provides a reciprocal benefit to the cabinet in the

administration of the unemployment insurance program, or if a reasonable reimbursement for the disclosure shall be determined under federal law.

(5) Any disclosure or use of information and records that is inconsistent with the provisions of this section shall be subject to the penalty prescribed in KRS

341.990(11).

(6) No information or records held confidential under subsection (3) of this section shall be the subject matter or basis for any suit for slander or libel in any court, but no employer or employee, or his representative, testifying before the commission, the secretary, or any duly authorized representative thereof, shall be exempt from punishment for perjury.

**Effective:** June 25, 2009

**History:** Amended 2009 Ky. Acts ch. 11, sec. 74, effective June 25, 2009. -- Amended 2008 Ky. Acts ch. 111, sec. 1, effective July 15, 2008. -- Amended
2006 Ky. Acts ch. 211, sec. 137, effective July 12, 2006. -- Amended 1996 Ky. Acts ch. 266, sec. 6, effective July 15, 1996; and ch. 271, sec. 17, effective July
15, 1996. -- Amended 1990 Ky. Acts ch. 6, sec. 3, effective July 13, 1990. -- Amended 1980 Ky. Acts ch. 188, sec. 267, effective July 15, 1980. --Amended
1974 Ky. Acts ch. 74, Art. VI, sec. 99. -- Amended 1950 Ky. Acts ch. 206, sec. 1.
-- Recodified 1942 Ky. Acts ch. 208, sec. 1, effective October 1, 1942, from Ky.
Stat. sec. 4748g-4.

### 341.990 Penalties.

(1) Except as otherwise provided in subsection (11) of this section, any employee of any state agency who violates any of the provisions of KRS 341.110 to

341.230 shall be guilty of a Class B misdemeanor.

(2) Any person subpoenaed to appear and testify or produce evidence in an inquiry, investigation, or hearing conducted under this chapter who fails to obey the subpoena shall be guilty of a Class B misdemeanor.

(3) Any subject employer, or officer or agent of a subject employer, who violates subsection (1) of KRS 341.470 shall be guilty of a Class A misdemeanor.

(4) Any person who violates subsection (2) of KRS 341.470 shall be guilty of a

Class A misdemeanor.

(5) Any person who knowingly makes a false statement or representation of a material fact or knowingly fails to disclose a material fact to the secretary to obtain or increase any benefit under this chapter or under an employment security law of any other state, or of the federal government, either for himself or for any other person, business entity, or organization shall be guilty of a Class A misdemeanor unless the value of the benefits procured or attempted to be procured is one hundred dollars ($100) or more, in which case he shall be guilty of a Class D felony.

(6) (a) Any person who knowingly makes a false statement or representation, or who knowingly fails to disclose a material fact to prevent or reduce the payment of benefits to any worker entitled thereto, or to avoid becoming or remaining subject to this chapter, or to avoid or reduce any payment required of an employing unit under this chapter shall be guilty of a Class A misdemeanor unless the liability avoided or attempted to be avoided is one hundred dollars ($100) or more, in which case he shall be guilty of a Class D felony.

(b) Any person who willfully fails or refuses to furnish any reports required, or to produce or permit the inspection or copying of records required in this chapter shall be guilty of a Class B misdemeanor. Each such false statement, representation or failure and each day of failure or refusal shall constitute a separate offense.

(7) In any prosecution for the violation of subsection (5) or (6) of this section, it shall be a defense if the person relied on the advice of an employee or agent of the Office of Employment and Training, Department of Workforce Investment.

(8) Any person who willfully violates any provision of this chapter or any rule or regulation under it, the violation of which is made unlawful or the observance of which is required under the terms of this chapter, and for which no specific penalty is prescribed in this chapter or in any other applicable statute, shall be guilty of a violation. Each day the violation continues shall constitute a separate offense.

(9) In addition to the higher rates imposed under KRS 341.540(7), any person, whether or not an employing unit, who knowingly advises or assists an employing unit in the violation or attempted violation of KRS 341.540 or any other provision of this chapter related to determining the assignment of a contribution rate shall be subject to a civil monetary penalty of not less than five thousand dollars ($5,000).

(10) Proceeds from all penalties imposed under subsection (9) of this section and KRS341.540 shall be deposited in the unemployment compensation administration account and shall be expended solely for the cost of administration of this chapter consistent with KRS 341.240.

(11) Any person who violates the confidentiality provision in KRS 341.190(3) shall be guilty of a Class A misdemeanor.

## 434.845 Unlawful access to a computer in the first degree.

(1) A person is guilty of unlawful access to a computer in the first degree when he or she, without the effective consent of the owner, knowingly and willfully, directly or indirectly accesses, causes to be accessed, or attempts to access any computer software, computer program, data, computer, computer system, computer network, or any part thereof, for the purpose of:

(a) Devising or executing any scheme or artifice to defraud; or

(b) Obtaining money, property, or services for themselves or another by means of false or fraudulent pretenses, presentations, or promises.

(2) Unlawful access to a computer in the first degree is a Class C felony.
**Effective:** July 15, 2002
**History:** Amended 2002 Ky. Acts ch. 350, sec. 2, effective July 15, 2002. -- Created 1984
Ky. Acts ch. 210, sec. 2, effective July 13, 1984.

## 434.850 Unlawful access to a computer in the second degree.

(1) A person is guilty of unlawful access to a computer in the second degree when he or she, without the effective consent of the owner, knowingly and willfully, directly or indirectly accesses, causes to be accessed, or attempts to access any computer software, computer program, data, computer, computer system, computer network, or any part thereof, which results in the loss or damage of three hundred dollars ($300) or more.

(2) Unlawful access to a computer in the second degree is a Class D felony.
**Effective:** July 15, 2002
**History:** Amended 2002 Ky. Acts ch. 350, sec. 3, effective July 15, 2002. -- Created 1984
Ky. Acts ch. 210, sec. 3, effective July 13, 1984.

## 434.851 Unlawful access in the third degree.

(1) A person is guilty of unlawful access in the third degree when he or she, without the effective consent of the owner, knowingly and willfully, directly or indirectly accesses, causes to be accessed, or attempts to access any computer software, computer program, data, computer, computer system, computer network, or any part thereof, which results in the loss or damage of less than three hundred dollars ($300).

(2) Unlawful access to a computer in the third degree is a Class A misdemeanor.
**Effective:** July 15, 2002
**History:** Created 2002 Ky. Acts ch. 350, sec. 4, effective July 15, 2002.

**434.853 Unlawful access in the fourth degree.**

(1) A person is guilty of unlawful access in the fourth degree when he or she, without the effective consent of the owner, knowingly and willfully, directly or indirectly accesses, causes to be accessed, or attempts to access any computer software, computer program, data, computer, computer system, computer network, or any part thereof, which does not result in loss or damage.

(2) Unlawful access to a computer in the fourth degree is a Class B misdemeanor.

**Effective:** July 15, 2002

**History:** Created 2002 Ky. Acts ch. 350, sec. 5, effective July 15, 2002.

**434.855 Misuse of computer information.**

(1) A person is guilty of misuse of computer information when he or she:

(a) Receives, conceals, or uses, or aids another in doing so, any proceeds of a violation of KRS 434.845; or

(b) Receives, conceals, or uses or aids another in doing so, any books, records, documents, property, financial instrument, computer software, computer program, or other material, property, or objects, knowing the same to have been used in or obtained from a violation of KRS 434.845.

(2) Misuse of computer information is a Class C felony.

**Effective:** July 15, 2002

**History:** Amended 2002 Ky. Acts ch. 350, sec. 6, effective July 15, 2002. -- Created 1984 Ky. Acts ch. 210, sec. 4, effective July 13, 1984.

**434.860 Venue.**

For the purpose of venue under the provisions of KRS 434.845, 434.850, 434.851, 434.853, or 434.855, any violation of KRS 434.845, 434.850, 434.851, 434.853, or 434.855 shall be considered to have been committed: in any county in which any act was performed in furtherance of any transaction violating KRS 434.845, 434.850, 434.851, 434.853, or 434.855; in any county in which any violator had control or possession of any proceeds of said violation or of any books, records, documents, property, financial instrument, computer software, computer program or other material, objects, or items which were used in furtherance of said violation; and in any county from which, to which or through which any access to a computer, computer system, or computer network was made whether by wires, electromagnetic waves, microwaves, or any other means of communication.

**Effective:** July 15, 2002

**History:** Amended 2002 Ky. Acts ch. 350, sec. 7, effective July 15, 2002. -- Created 1984 Ky. Acts ch. 210, sec. 5, effective July 13, 1984.

# Appendix B: User Roles

## Advanced Field User

*Location : TEST 2 ANDERSON County Adult Education      Role : Advanced Field Use

Status :   Active ✓   Start Date : 11/July/2017

**Module**

| | Module | Create | Read | Update | Delete |
|---|---|---|---|---|---|
| ☐ | Administration | ☐ | ☐ | ☐ | ☐ |
| ☑ | Attendance | ☑ | ☑ | ☑ | ☑ |
| ☑ | Classes | ☑ | ☑ | ☑ | ☑ |
| ☑ | Manage Locations | ☐ | ☑ | ☐ | ☐ |
| ☐ | Messages | ☐ | ☐ | ☐ | ☐ |
| ☑ | Reports | ☐ | ☑ | ☐ | ☐ |
| ☐ | Request Account | ☐ | ☐ | ☐ | ☐ |
| ☐ | Resources | ☐ | ☐ | ☐ | ☐ |
| ☐ | Staff | ☐ | ☐ | ☐ | ☐ |
| ☑ | Student | ☑ | ☑ | ☑ | ☐ |

**Application**

| | Application |
|---|---|
| ☐ | Finance |

## Basic Field User

*Location : TEST 2 ANDERSON County Adult Education      Role : Basic Field User

Status :   Active ✓   Start Date : 11/July/2017

**Module**

| | Module | Create | Read | Update | Delete |
|---|---|---|---|---|---|
| ☐ | Administration | ☐ | ☐ | ☐ | ☐ |
| ☑ | Attendance | ☑ | ☑ | ☑ | ☑ |
| ☑ | Classes | ☐ | ☑ | ☐ | ☐ |
| ☑ | Manage Locations | ☐ | ☑ | ☐ | ☐ |
| ☐ | Messages | ☐ | ☐ | ☐ | ☐ |
| ☑ | Reports | ☐ | ☑ | ☐ | ☐ |
| ☐ | Request Account | ☐ | ☐ | ☐ | ☐ |
| ☐ | Resources | ☐ | ☐ | ☐ | ☐ |
| ☐ | Staff | ☐ | ☐ | ☐ | ☐ |
| ☑ | Student | ☑ | ☑ | ☑ | ☐ |

**Application**

| | Application |
|---|---|
| ☐ | Finance |

## Field Administrator



## Field Staff

## Field Supervisor

# TABE 9&10/NRS Level Comparison of Scale Scores

**KENTUCKY Adult Education**
*Your future starts here!*

## MATH



| TABE Levels | NRS 1 (0–313) | NRS 2 (314–441) | NRS 3 (442–505) | NRS 4 (506–565) | NRS 5 (566–594) | NRS 6 (595+) |
|---|---|---|---|---|---|---|
| L | 0 / 182 / 348 / 440 | | | | | |
| E | 200 / 308 / 440 / 500 | | | | | |
| M | 307 / 440 / 503 / 548 | | | | | |
| D | 442 / 504 / 572 / 601 | | | | | |
| A | 528 / 613+ | | | | | |

## LANGUAGE



| TABE Levels | NRS 1 (0–389) | NRS 2 (390–490) | NRS 3 (491–523) | NRS 4 (524–559) | NRS 5 (560–585) | NRS 6 (586+) |
|---|---|---|---|---|---|---|
| E | 235 / 397 / 490 / 523 | | | | | |
| M | 396 / 492 / 520 / 546 | | | | | |
| D | 492 / 524 / 556 / 581 | | | | | |
| A | 541 / 564+ | | | | | |

## READING



| TABE Levels | NRS 1 (0–367) | NRS 2 (368–460) | NRS 3 (461–517) | NRS 4 (518–566) | NRS 5 (567–595) | NRS 6 (596+) |
|---|---|---|---|---|---|---|
| L | 160 / 253 / 360 / 457 | | | | | |
| E | 246 / 368 / 460 / 516 | | | | | |
| M | 374 / 464 / 517 / 549 | | | | | |
| D | 463 / 519 / 561 / 595 | | | | | |
| A | 538 / 568+ | | | | | |

Legend: 2 Grade Levels Below | Content Range | 2 Grade Levels Above